DOCUMENT RESUME

ED 273 525 SO 017 410

AUTHOR	Peterson, Fredrick E.
TITLE	Teaching about East Asia in North Dakota Secondary Schools.
INSTITUTION	North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.
PUB DATE	85
NOTE	193p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Asian Studies; Cultural Awareness; International Studies; *Non Western Civilization; Questionnaires; Secondary Education; *Secondary School Curriculum; *Social Studies; Statistical Analysis; Surveys
IDENTIFIERS	*Asia (East); *North Dakota

ABSTRACT

The current practice of teaching about East Asia in North Dakota schools was surveyed. From a list of 607 North Dakota social studies teachers, ranging from grades 7 to 12 in both public and private schools, a target sample of 266 teachers was administered a questionnaire. All regions of the states, with at least one teacher form each school, were represented. One hundred sixty-eight teachers (63%) responded, yielding information on the amount of teaching, kinds of materials, types of teaching activities, and teachers' perceptions and opinions on teaching about East Asia in the schools. Detailed, question by question, analyses of the data, with accompanying statistical tables are presented. The findings indicate that teachers in North Dakota secondary schools do discuss or teach about East Asia, most commonly in the history and geography classrooms; China and Japan were more likely to be taught than any other regions in East Asia, with the textoook being the dominant medium utilized. Implications of the findings were discussed. Appendices include the questionnaire, cover letter, and the geographic distribution of responses. (SY)

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Teaching About East Asia In North Dakota Secondary Schools

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Fredrick E. Peterson, Ph. D.

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Bureau of Educational Services and Applied Research
Box 8158, University Station
The University of North Dakota
Grand Forks, North Dakota 58202-8158

TEACHING ABOUT EAST ASIA
IN NORTH DAKOTA SECONDARY SCHOOLS

A Research Report

by

Fredrick E. Peterson, Ph.D.

Associate Professor
The Center for Teaching and Learning
The University of North Dakota

ACKNOWLEDGEMENTS

I am grateful to the Bureau of Educational Services and Applied Research, and to one former and two present directors: Dr. Larry Smiley--for the patient leadership that made this research possible; Dr. Richard Landry--for support and encouragements; and Dr. Beverly Brekke--for the understanding way she saw to it that this study was condensed, edited, and published.

I also sincerely appreciate the time and efforts given by the respondents to the survey. Studies of this kind cannot be done without the contributions of many people.

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I. Introduction

The reasons for teaching about East Asia in our schools are compelling, and listing them in any kind of comprehensive way would be a major publication in itself.

For example, China has the oldest continuous civilization of any nation on earth: of the great "cradles of civilization" only the Chinese provides a contiguous and continuous history from the beginnings to the present time. If we can learn valuable lessons from the brief history of our state, or the two centuries of our republic, or the much longer period of European exploration of and residence in the New World, or the centuries which led to the evolution of the nations of modern Europe, or the rise and fall of the Roman Empire, or the flowering of civilization in ancient Greece, or the growth and extinction of the civilization of ancient Egypt, then can we not also learn at least equally valuable lessons from the history of a great civilization which has been extant during all of that time?

Moreover, the nations of East Asia comprise a significant portion of the population of our planet. We are also becoming increasingly aware of the influence of East Asian countries in our economic lives. At the moment, this is especially true of Japan. In addition, an examination of any world globe or map depicting the regions around the Pacific Ocean, or even just the North Pacific, could reveal that the United States is an important Pacific power. What's more, our Pacific coastline is vastly longer than our Atlantic coastline; and our Pacific states include our largest (Alaska) and our most populous (California) states.

Nevertheless, this country has traditionally maintained an emphasis on those countries across the North Atlantic, rather than the North Pacific. Thus, our students have been taught much more about Europe, and even the ancient Near East, than about East Asia.

For example, when I was studying world history in high school, we spent six weeks studying the defunct civilization of ancient Egypt, several weeks each on ancient Greece, the Roman Empire, the development of modern Great Britain (actually England), France, and Germany, and a very unflattering history of Russia-cum-U.S.S.R. By contrast, we spent only two weeks or so studying the entire remainder of the planet. Thus, the cultures of the majority of mankind and the bulk of the earth's land surface were only fleetingly touched upon, or ignored altogether.

Moreover, what information we were given about East Asia was limited in scope, sometimes inaccurate, and often stereotypical. The Japanese were the emperor-worshiping, bloodthirsty villains of World War II; the Chinese were a hopelessly poor and backward people (an assumption grounded in the fact that only the most recent century of their history was focused upon--the glories and achievements of the preceding 4,000-plus years having been conveniently ignored); Koreans were not mentioned much, their history consisting mainly of what Americans did in the Korean War; other cultures weren't even recognized as exisitng. There almost seemed to be an assumption that all East Asians are just alike; many facts were ignored, such as that the Chinese and Japanese languages are more different from one another than the Japanese and English languages are, the results of immense differences in terrain, climate, and culture, or the accumulated effects of thousands of years of history. Commonplace errors, such as the ridiculous notion that China has always been isolationist, or the assumption that these civilizations have always been essentially as they are now, were unquestioningly passed on as truths. The teachers were largely ignorant of East Asia and, perhaps because of that ignorance, disinterested in the region. They were often only too happy to share both their lack of interest and their ignorance with their students.

Times have changed.

Official recognition of the Peoples' Republic of China and visits there by conservative Republican presidents known for their anti-Communist stances have stimulated more public interest in the region. A great deal more information is now available. In addition, much more of the available information is at least reasonably accurate. American big business has been all agog over Japanese competition and Japanese management techniques for the past several years. Many more of our highest quality purchases are marked "Made in Japan." Many more of our inexpensive purchases are assembled in Taiwan, Hong Kong, or South Korea. We are seeing many more imports from China. The nations of East Asia are in the news much more often; an indication that they are at least considered more newsworthy and of more interest by the American news media. The number of books and articles about East Asian countries, especially China and Japan, which are being printed and read in this country has gone up considerably. Motion pictures and television specials and series which focus upon East Asia, for example, the successful television production of James Clavell's immensely popular book Shōgun, have appeared in recent years. Our school textbooks have even begun to reflect a broader and more fully considered interest in East Asia.

This increased interest in and understanding of East Asia may be reflected in the teaching which takes place in North Dakota. That idea stimulated the investigation of the nature of current teaching about East Asia in the secondary schools of North Dakota which is reported here.

II. Procedure

It was decided that the social studies would be the one discipline area taught in all secondary schools most likely to include instruction about East Asia. Therefore, social studies teachers were selected to be recipients of the research questionnaire. However, in order to provide a more complete picture of teaching about East Asia in North Dakota schools, these teachers were also asked to identify by subject matter other teachers in their districts who teach about East Asia [question number 14 of the questionnaire].

A list of social studies teachers in North Dakota, including grades seven through twelve, was obtained from the North Dakota Department of Public Instruction (D.P.I.). This list yielded the names of 607 teachers in both public and private schools. From this total, a smaller, but still substantial, list of 266 was selected. The list of 266 included at least one teacher from each school represented in the Department of Public Instruction list of 607. In those cases in which the names of one to seven teachers from a given school appeared on the D.P.I. List, one name was placed on the final mailing list. When the names of eight or more teachers from a given school appeared on the D.P.I. list, an additional name, for a total of two, was added to the mailing list of those to receive the questionnaire. When only one name was available from a given school, the questionnaire was, of course, mailed to that teacher. When two or more names were available from a given school, the name(s) to be included on the mailing list of 266 were selected at random by roll of dice.

A copy of the questionnaire, which appears as Document 1 in Appendix A of this study, was mailed to each of the 266 teachers thus selected. This first mailing took place during late March and early April of 1983.

After an interval of three weeks, identical questionnaires and a brief cover letter (Document 2 in Appendix A) were sent to those teachers who had not yet responded to the first mailing.

Included in both mailings was a stamped envelope addressed to the researcher.

The questionnaires returned as a result of both of the mailings were analyzed as reported herein.

III. Response

Of the 266 questionnaires in the first mailing, the reponse was 106 (39.700375%). One questionnaire was not deliverable (.374532%). Thus, the initial response to the 265 deliverable questionnaires was 40%.

The second mailing of questionnaires plus cover letters were sent to the remaining 159 teachers. This yielded reponses from 61 of the addresses on the mailing list plus one voluntary response (i. e., one teacher had completed the questionnaire and had also requested that a colleague whom she thought to be well qualified to answer it also do so, yielding two responses to that one request). Thus, the total response to the second mailing was 62 (38.993711% of the 159; 23.308271% of the 266 total arrived at by adding the one voluntary response to the 265 deliverable questionnaires total in the first mailing).

Therefore, the total used in this analysis of the number of questionnaires returned is 266, i. e., the 265 deliverable questionnaires plus the one voluntary response.

The following symbols will be used to represent the various segments of the response:

F = questionnaires returned as a result of the first mailing

S = questionnaires returned as a result of the second mailing

R = total response, i. e., F + S

N = questionnaires not returned as a result of either mailing, i. e., no response

O = questionnaire not deliverable

Using these symbols, a percentage representation of the response to the two mailings can be presented in tabular form. Table 1 shows percentages of two totals: 266 is the number of deliverable questionnaires plus the one voluntary response; 267 is that number plus the one questionnaire which was not deliverable.

TABLE 1

OVERVIEW OF THE RESPONSE

	Percentage of 266	Percentage of 267
F = 106	39.849624	39.700375
S = 62	23.308271	23.220974
N = 98	36.842105	36.70412
O = 0/1	zero	.374532
R = 168	63.157895	62.921348

Using the 266 number and rounding to the nearest whole percentage we get:

-265 deliverable questionnaires in the first mailing;

-106 responses to the first mailing = 40%;

-159 questionnaires in the second mailing;

-62 responses to the second mailing = 39% of the second mailing
= 23% of the total 266;

-for a total response of 168 = 63%

-leaving 98 who did not respond = 37%.

One of the most significant qualities of both the distribution of the questionnaires and the response received is the fact that cities, towns, and rural areas from all regions of the state are represented in the survey. This fact is illustrated in Map 1, which shows the sites to which questionnaires were mailed. This map is similar to a map illustrating distribution of secondary schools in North Dakota. It is also reasonably well related to the distribution of population across the state. Moreover, the fact that a large number of questionnaires was mailed, when combined with the breadth of distribution illustrated in this map, should ensure that representatives of most of the schools of thought amoung North Dakota social studies teachers had an opportunity to respond.

A detailed description of the geographical distribution of the response is presented as Appendix B of this publication.

A summary of the important points to be noted from the information presented in Appendix B includes:

a. questionnaires were sent to a large number of sites;

b. the sites were widely dispersed throughout North Dakota;

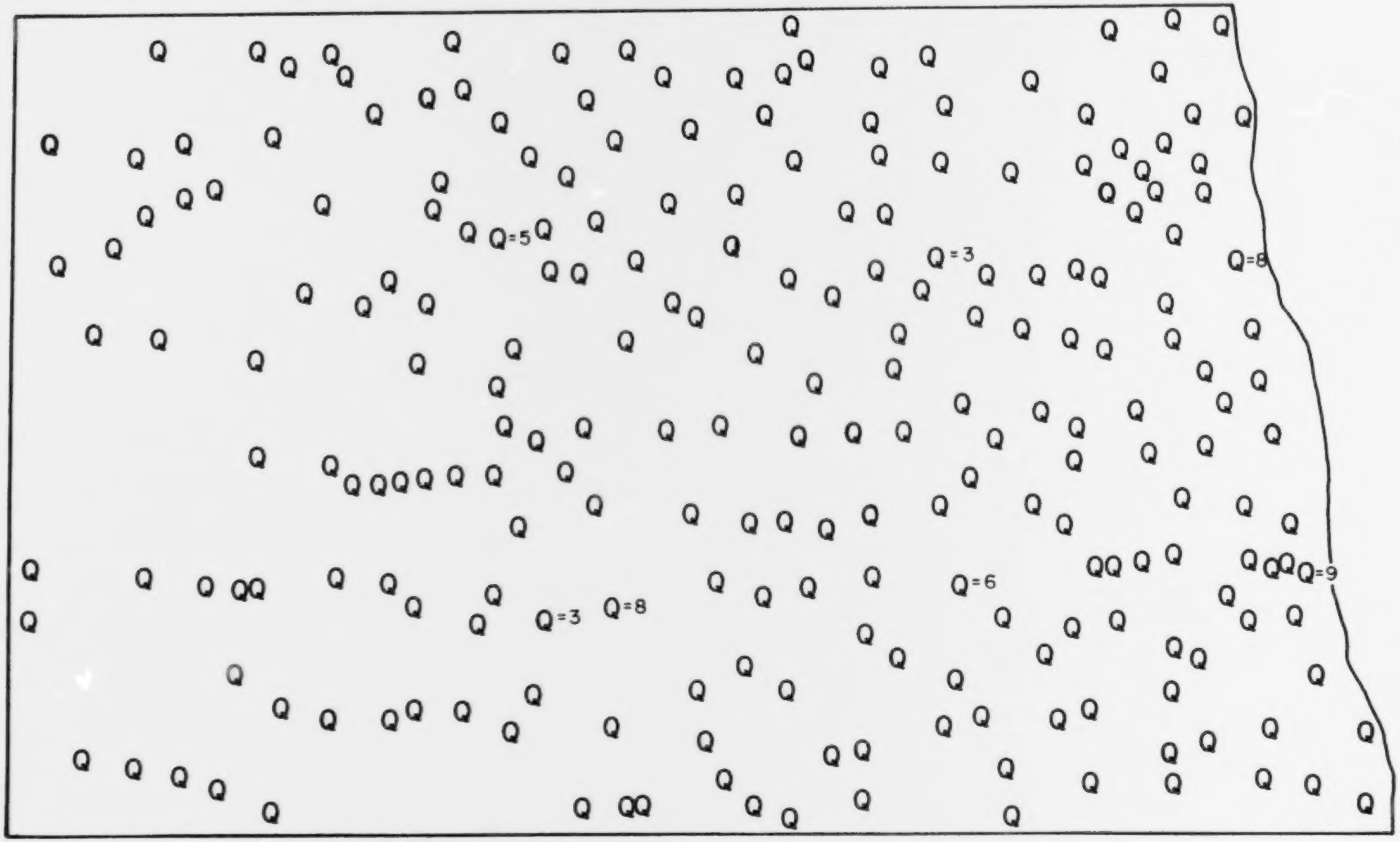
c. the percentage of responses to the survey was quite high;

d. the geographical distribution of responses to the survey was similar to the general geographical distribution of the questionnaires;

e. the distribution of responses by town size is similar to the distribution of questionnaires by town size with relative under- or over-representation in only a few categories, and that at an unimportant to moderate level;

f. the survey is representative of the geographic realities of North Dakota, as reflected in the geographic distribution of both the questionnaires and the responses

MAP 1


Q=5
Q=3
Q=8
Q=9
Q=6
Q=8
Q=3

Q = SITES TO WHICH QUESTIONNAIRES WERE MAILED and the distribution by town size of both the questionnaires and the responses; and,

g. one or more teachers in each of the schools included in the comprehensive list supplied by the North Dakota Department of Public Instruction, which should have included most, if not all, of the secondary schools in the state, were invited to participate in this survey.

IV. Analysis of the Data

Position

As expected, since the questionnaires were mailed to people classified by the Department of Public Instruction as social studies teachers, the vast majority of the respondents listed at least one position as teaching in the general area of the social sciences or history.

However, the impression that arises from this study is not one of teachers teaching just one subject matter. While 118 teachers listed one position, 35 of them listed two positions, five teachers listed three positions each, and one teacher described himself as having five positions. Moreover, even those who used the rubric "social studies teacher" were perhaps describing the teaching of more than one thing, since this generic term is often applied to teachers of various subjects including history, geography, psychology, sociology, economics, political science, and anthropology.

Since 41 teachers listed two or more positions, the total number of positions identified is greater than the number of questionnaires returned; this despite the fact that nine of the respondents did not supply information about their positions. The 208 positions registered by the respondents are enumerated on Table 2. Shown next to each position are the number of respondents who listed it and the percentage of the total 208 which that number represents.

Of the 119 social studies teachers, one noted teaching at the junior high school level, one stipulated grades seven and eight, and two more said that they taught ninth grade social studies. Five teachers identified themselves as teaching high school social studies or some combination of grades ten through 12. Two identified themselves as teaching social studies in grades seven through 12. One teacher listed teaching other subjects and "some social studies," while another noted teaching "half-time social studies." One person noted that he was the only social studies teacher in his school--a situation which is doubtless true of others who did not note it on the questionnaire.

Of the nine psychology teachers, one noted that, since (s)he was currently teaching psychology, it would be inappropriate to answer the questionnaire. Indeed, the overall impression gained from the responses was that the psychology teachers tended to see their discipline area as totally unrelated to the subject matter of the survey. They sometimes appeared, too, to see themselves as teaching subject matter separate from the other social sciences. One psychology, mathematics, and physical education teacher remarked, for example, "I am not a social studies teacher."

One of the five world history teachers noted that the coursework was at the senior high school level.

Four people identified themselves as Social Studies Department Chairmen.

One of the four American history teachers taught one class, U.S. thhrough 1877.

One of the two teachers of Asian studies noted teaching at the eighth grade level; and one of the two geography teachers said that it was at the ninth grade level.

The number of positions listed which are not usually included in the social sciences, i. e., teachers of physical

TABLE 2 POSITION

	Number	Percentage
Social Studies Teacher	119	57.211538
Psychology Teacher	9	4.326923
Physical Education Teacher	8	3.846154
English Teacher	7	3.365385
History Teacher	7	3.365385
Principal	6	2.884615
World History Teacher	5	2.403846
Economics Teacher	4	1.923077
Mathematics Teacher	4	1.923077
Social Studies Department Chairman	4	1.923077
American History Teacher	4	1.923077
Counselor	3	1.442308
Driver Education Teacher	3	1.442308
Science Teacher	3	1.442308
Asian Studies Teacher	2	.961538
Business Teacher	2	.961538
Geography Teacher	2	.961538
Government Teacher	2	.961538
Home Economics Teacher/Home Economist	2	.961538
Librarian	2	.961538
Sociology Teacher	2	.961538
Indian History Teacher	1	.480769
Industrial Arts Teacher	1	.480769
Seventh and Eighth Grade Teacher	1	.480769
Seventh Grade Teacher	1	.480769
Social Living Teacher	1	.480769
Teacher	1	.480769
Title IV Teacher/Resource Person	1	.480769
World Affairs Teacher	1	.480769

education, English, mathematics, driver education, science, business, and industrial arts, plus principals, counselors, and librarians, is 39, or 18.75%. If home economics teacher/home economist, Title IV Teacher/Resource Person, seventh and eighth grade teacher, seventh grade teacher, and "teacher" are added to that list the total is raised to 45, or 21.634615%.

Those who identify themselves as teaching courses specifically labeled as history of some sort total 17, or 8.173077%.

As for teachers of social science subjects other than history, teachers of psychology or sociology total 11, or 5.288462%, adding economics brings the total to 15, or 7.211538%, adding the two teachers of geography brings the total to 17, or 8.173077%, and the two government teachers bring the total to 19, or 9.134615%. If we add to these traditional social science disciplines the subjects of social living, Asian studies, and world affairs, the total number of teachers who listed social science subjects other than history or the generic term "social studies" comes to 23, or 11.081731%.

Those who specified subject matter areas which by their titles imply teaching about nations other than our own include teachers of world history, Asian studies, and world affairs; a total of eight, or 3.846154%. Adding the two geography teachers to this list would bring the total to ten, or 4.807692%.

Certainly, however, there are teachers among the 119 who identified their positions simply with the rubric "social studies teacher" who teach about the world outside the United States. There are, no doubt, also many among them who teach each of the various subject areas which some of the respondents chose to identify more specifically. This fact is clear from the responses to question number one and question number five.

In addition, one teacher responded, "I do not teach any course involving East India [sic]!"

Question Number One

In question number one, the respondents were asked to specify those courses in which they discuss or teach about East Asia.

11 teachers did not respond to this question. 83 of the respondents identified one subject in which they discussed or taught about East Asia. 50 teachers listed two subject areas each, for a total of 100. 17 of the respondents said that they do so in each of three subject areas, for a total of 51. Five teachers responded with four subjects each, for a total of 20. And two teachers listed five subject areas each, for a total of ten. This means that 157 teachers out of the total 168 who returned questionnaires responded to this question. Between them, these 157 people supplied a total of 264 responses. Of these 264 responses, nine were miscellaneous comments not directed toward a particular course presently being offered. This leaves a total of 255 comments concerning particular courses or subject matter areas.

The 255 courses or subject matter areas specifically noted by the respondents are listed on Table 3. Next to each listing are indicated the number of people who listed it, and the percentage of the total 255 represented by that number.

Note that fully one-third of the respondents to this question listed world history. Over half of the responses are accounted for by the subject areas of world history

TABLE 3

COURSES/SUBJECT AREAS IN WHICH RESPONDENTS DISCUSS/TEACH ABOUT EAST ASIA

	Number	Percentage
World History	86	33.72549
Geography	46	18.039216
U.S. History	41	16.078431
None	16	6.27451
World Geography	16	6.27451
Problems of Democracy	8	3.137255
Social Studies	8	3.137255
Economics	4	1.568627
Present-day Problems	4	1.568627
Sociology	4	1.568627
World History/Geography	3	.784314
Civics	2	.784314
American Government	2	.784314
Russian History	2	.784314
World Cultures	2	.784314
Anthropology	1	.392157
Area Studies	1	.392157
Asian Studies	1	.392157
Current Events	1	.392157
Current Social Issues	1	.392157
Eastern Geography	1	.392157
Literature/English	1	.392157
North Dakota Studies	1	.392157
Regional Geography	1	.392157
Understanding Human Behavior	1	.392157
World Affairs	1	.392157
	255	100.00%

and geography. Just over two-thirds of the total response is included in the three largest subject area categories: world history, geography and U.S. history.

Note also that just over six percent of the responses to this question were "none"; thus clearly indicating that these people do not teach about East Asia. This is equal to the number of teachers who specified that they teach "world geography." Since it is reasonable to assume that at least some of the 11 people who did not respond to this question, not to mention those who did not respond to the survey at all, may have based their lack of response on the fact that they do not teach about or discuss East Asia, the six percent who list "none" here are probably representative of a much larger population.

Of the 86 people who listed world history, three note that it is at the tenth grade level. One describes teaching only about the early history of China and Japan in world history; while another notes teaching about East Asia in a course on 1945 to the present; and still a third teaches about it in a course labeled "Social Studies II." One of the 86 points out that, "I do not teach U.S. history." Another respondent appended these remarks: "World History--however, our course is subdivided into cultural areas--and I have taught the Emerging Nations and Western Civilization which includes very little about Asia."

Of the 46 teachers who listed the generic term geography, as a subject area, four said that it was at the seventh grade level, one said that it was at the seventh-eighth grade levels, and one at the ninth grade level.

Of the 41 teachers of U.S. history, one noted that this was at the twelfth grade level. One teacher specified teaching about it in relation to World Wars I and II, and another just in terms of World War II. Four of the respondents indicated that they taught only a small amount about East Asia.

Eight of the 16 people who answered the question with "none" appended comments, quoted as follows. "See question 10; answers are re: my general teaching style." "N/A--I teach Business and one Psychology class." "None--I teach psychology and do not get into history or geography." "None--the original questionnaire was passed on--." [Compiler's note: this questionnaire was returned by the same person to whom it was addressed.] "None specifically." "None (I teach psych.)." "I don't--taught in World Studies 10th grade." "N/A."

Of the 16 people who specified world geography as a subject in which they teach about East Asia, three made note of grade levels: one seventh-eighth grades, one ninth grade (freshman), and one an elective world geography for grades nine through 12.

Of the eight teachers who listed courses titled problems of democracy, one noted that he taught about politics, and another specified that it was at the twelfth grade level.

All eight of the teachers who listed social studies as a subject area identified it further by grade level: three specified the seventh grade; three the seventh and eighth grades; one simply junior high school; and one "senior."

One of the four teachers who said that they teach about East Asia in economics courses noted that it was only mentioned from time to time.

Both of the teachers who listed civics said that it was at the ninth grade level, and one of them further noted that as of 1983-84 the course will be eastern hemisphere studies.

One of the teachers who listed world cultures courses indicated that it was at the tenth grade level; the other teacher said that the course is "Social Studies I."

The anthropology teacher pointed out that cultural differences are refered to in teaching about East Asia.

The English teacher commented that she sometimes teaches about East Asia in her literature courses.

The regional geography teacher specifies teaching about the Orient in her course.

The world affairs teacher added the remark "1945-Present."

The nine miscellaneous comments are quoted as follows. "The course is titled Sophomore Orientation, but will become Global Education in the 1984-85 school year." "Depends on the childs [sic] present curriculum when they [sic] enter usually not though." "Next year we are adding World History to our curriculum." "Substituted in all social science for three weeks." "My teaching on East Asia is very, very limited." "Very briefly in U.S. history--Crusades--we don't teach world history--I finally am able to offer for next year a 9-week geography class." "Where is East Asia, never heard of it." "All listed at one time or another during the course." "All."

If all of the subject areas listed on Table 2 that include the word "world" in the title are added together they total 108 responses, or 42.352941% of the 255 total responses to the question.

Subject areas labeled as "geography" account for more than a quarter of the total; while subject areas labeled as "history" make up an even larger portion of the total, over half, in fact.

Courses identified as problems of democracy, present-day problems, current events, or current social issues add up to 14 responses, or 5.490196% of the total. Adding to this the related subject areas of civics and American government brings the total to 18, or 7.058824%.

If the above 18 responses are taken to represent something of a "political science" category, and the other traditional social science disciplines besides history and geography, i. e., economics, sociology, anthropology, and psychology, are added to it, this composite accounts for 28 responses, or about 11% of the total.

If North Dakota studies, Asian studies, area studies, world cultures, and world affairs are added to the above described core of traditional social science disciplines other than history and geography, the total is 34, or 13.333334%.

Since some 83% of the respondents listed subjects in which they do treat East Asia in some way, the responses to question number one show that teachers in the secondary schools of North Dakota are, in fact, discussing or teaching about East Asia in various of their courses. This is especially true of the standard courses in history and geography. There is also some indication that the number of courses including study of East Asia is increasing. However, teaching about East Asia appears to be neither universal nor uniform.

Note

One of the returned questionnaires was actually a ridiculous farce which, childishness aside, provided little useful information regarding the following questions. Therefore, in fairness to the 167 people who returned serious and useful responses, this questionnaire will be disregarded in all considerations from this point through to the end of this study.

Question Number Two

With the second question the respondents are asked to rank in the order of the frequency with which they use them the kinds of teaching activities which they utilize when teaching about East Asia.

As illustrated on Table 4, the choices listed on the questionnaire form were marked by the respondents a total of 696 times. There were two additional comments about item "c," and one example provided to illustrate a multifarious approach which is not neatly classifiable into a single category, bringing the total up to 699. In addition, a total of 14 people either did not respond (9) or indicated that the question did not apply to their situations (5).

Table 4 shows the response to each of the categories listed on the questionnaire, "a" through "g." The numbers listed under each of these letters indicate the number of responses for that category at each frequency rank, "first," "second," etc. "Checked" means that the respondents indicated given categories by checkmarks or "X's," rather than specifying rank order.

TABLE 4

CATEGORIES BY RANK

	a	b	c	d	e	f	g	Total of Rank
First	104	31	11	22	29	6	1	204
Second	24	38	31	46	40	11	4	194
Third	6	28	13	25	17	11	3	103
Fourth	5	15	23	16	13	7	2	81
Fifth	1	10	19	11	11	5	1	58
Sixth	zero	1	6	2	4	17	zero	30
Seventh	zero	zero	zero	1	zero	zero	3	4
Checked	5	5	3	3	5	1	zero	22
	145	128	106	126	119	58	14	696

104 people indicated that lecturing is the technique used most often when they teach about East Asia. This is more than three times the number of people who prefer the second most popular of the first-ranked teaching activities, conducting class discussions, which was marked first by 31 teachers. Third most popular was assigning reading, selected as first place by 29 people. One of the respondents who ranked "e" number one altered it to read "assign reading/study guides" and provided the following explanation: "Study Guides. I go through the chapters and write up questions over the main points I want them to learn. Then they read the chapter and answer the questions. The next day we discuss the information they received by answering the questions, the day before. Objectives: to help develop a sense of organization." Fourth most popular was drawing or utilizing maps, chosen by 22 respondents. Then

there is a drop in numbers to half that level, to the 11 who show films or videotapes as their most frequent teaching activity. One of these 11 underlined the word "films." Next follows another drop in numbers, as six people identified use of media other than books, maps, films, or videotapes as their most frequently used teaching style when teaching about East Asia. Of these six, one noted watching P.B.S. (public television), two listed utilizing magazines, one specifying Time, the other Scholastic Magazine, and a fourth person indicated using newspapers. Only one person ranked "g," "other," first. That person listed the use of magazines, specifically Time and Newsweek.

The most popular of the categories ranked second by the respondents was "draw or utilize maps," indicated by 46 people. 40 teachers ranked "assign reading" second. The third most common second ranking was "conduct class discussions," selected by 38 people. 31 respondents ranked "show films or videotapes" second. Two dozen teachers indicated that their second most frequently utilized activity when teaching about East Asia is lecturing. 11 people ranked use of media other than those included in the previous categories as their second most frequently utilized technique. Of these 11, one specified use of the overhead projector, one use of magazine articles, and one use of newspapers. All four of the teachers who ranked "other" second specified their responses: one listed inviting guest speakers from the region, one noted using panel discussions, one indicated using newspapers, and one said "current events."

The four most commonly indicated categories in the third ranking were class discussions, drawing or utilizing maps, assigning reading, and showing films or videotapes, with 28, 25, 17, and 13 responses respectively. In fifth place, with 11 responses, was use of media other than books, maps, films, or videotapes. Of these 11, two listed use of newspapers, one use of "newsmagazines," one Newsweek, one U. S. News and World Report, one filmstrips, and one videotapes [sic]. Next in order of number of responses at the third rank was lecturing. Of the three people who ranked "other" in third place, one noted use of small task groups, one use of activities involving communications, and one use of research and development reports.

The four most frequently indicated categories at the fourth ranking, with 23, 16, 15, and 13 responses each, were showing films or videotapes, drawing or utilizing maps, conducting class discussions, and assigning reading. Fifth most often listed was use of other media. The seven rankings of "f" in fourth position yielded seven specific listings: one each for newspapers, Scholastic Magazine, World Newsmap, articles, pamphlets, television news broadcasts (current events), and speakers. Five teachers ranked lecturing fourth. Of the two people who ranked "other" in fourth place, one specified use of guest speakers familiar with the area being studied, the other teacher noted that his classes "did culture research on China and Japan. Each student was assigned an individual topic--discrimination, food, immigration, etc."

With 19, 11, 11, and 10 responses respectively, the four categories most frequently ranked fifth were showing films or videotapes, a tie for drawing and utilizing maps and assigning reading, and conducting class discussions. Fifth place at the fifth rank, with five responses, was category "f," other media. One of these five noted use of Update or Scholastic Magazine. One teacher ranked lecturing fifth. The one person who ranked "other" fifth specified inviting guest speakers.

There were no responses at the sixth ranking for either "lecture" or "other." The most frequently listed at this level, by far, was "media other than books, maps, films, or videotapes," with 17 responses, more than all of the other categories combined. Of these 17, two people specified use of newspapers, and two people noted inviting guest speakers. The remaining categories at the sixth ranking were showing films or videotapes, with six responses; assigning reading, with four responses; drawing or utilizing maps, with two responses, and conducting class discussions, with one response.

Only four teachers ranked any of the categories in seventh place. Three people ranked "other" seventh, one of whom specified use of slides. One person ranked drawing or utilizing maps seventh.

A few of the respondents marked various categories with checkmarks or "X's," rather than providing a rank order. Of these, five responses each went to lecturing, conducting class discussions, and assigning reading. Three marks each were given to showing films or videotapes and to drawing or utilizing maps. Category "f," other media, was given one response. This social studies teacher added: "Focus: On The News weekly current events type Q. & A. pamphlet we subscribe to. Several areas are covered. Q's are related to TV news/periodicals/newspapers."

Two of the respondents did not rank category "c," show films or videotapes at all, but did provide information about the category. One of them noted that, "I have a hard time finding film or tapes." The other teacher marked the space for that category "0" and specified: "don't have any." One wonders whether these two people are representative of many teachers who did not supply such information per se but only left the space for category "c" blank.

The percentage breakdown of the total 696 responses listed on Table 4 is illustrated on Table 5. The order of frequency indicated by the respondents is shown in the "rank" column. The "number" of respondents listing an activity at that frequency level is indicated in the column so labeled. Since the ranking is done by frequency of response, the progression of these numbers from top to bottom is, of course, from larger to smaller. In the "percentage of total" column, each of the numbers in the "numbers" column is translated into the percentage of the total 696 responses which that number represents. As with the numbers, these percentages, of course, get smalller as one reads down the column. The "cumulative percentage of totals" column is a display of the succeeding total percentages represented by all of the numbers at that level or above. Thus, it can easily be seen that between one-quarter and one-third of the responses are accounted for by the first ranking, over half by the first two ranks, and between two-thirds and three-quarters by the first three ranks.

TABLE 5

PERCENTAGE OF TOTAL a-g BY RANK

Rank	Number	% of Total	Cumulative % Of Total
First	204	29.310345	29.310345
Second	194	27.873563	57.183908
Third	103	14.798851	71.982759
Fourth	81	11.637931	83.62069
Fifth	58	8.333333	91.954023
Sixth	30	4.310345	96.264368
Checked	22	3.16092	99.425288
Seventh	4	.574713	100.00
	696	100.00	

On Table 6, a different perspective of the percentage representation by rank is given. The complete response at each rank is broken into the precentages for each of the categories. Thus, as we read across the figures for the first rank, we find that over half of the response at this rank was for category "a," just over 15% for category "b," under 6% for category "c," almost 11% for category "d," just over 14% for category "e," about 3% for category "f," and about one-half of one percent for category "g." Note that the percentages are for one rank only. Thus, equivalent percentages do not necessarily represent anything approaching numerical equivalence.

TABLE 6

PERCENTAGE OF RANK BY LETTER

Rank	a	b	c	d	e	f	g	Total
First	50.980392	15.196078	5.392157	10.784314	14.215686	2.941176	.490196	99.9
Second	12.371134	19.587629	15.979381	23.71134	20.618557	5.670103	2.061856	100
Third	5.825243	27.184466	12.621359	24.271845	16.504854	10.679612	2.912621	100
Fourth	6.17284	18.518519	28.395062	19.753086	16.049383	8.641975	2.469136	100
Fifth	1.724138	17.241379	32.758621	18.965517	18.965517	8.62069	1.724138	100
Sixth	zero	3.333333	20.0	6.666667	13.333333	56.66667	zero	100
Seventh	zero	zero	zero	25.0	zero	zero	75.0	100
Checked	22.727273	22.727273	13.636364	13.636364	22.727273	4.545455	zero	100

Table 7 shows the percentage of the total 696 responses for each category, regardless of ranking. Note that the most popular category, with one-fifth of the responses, was "lecture." The second and third most popular, with just over 18% each, were "conduct class discussions" and "draw or utilize maps." Next, with 17%, was "assign reading." Fifth most often listed, with just over 15%, was "show films or videotapes." Then comes a big jump down to eight and one-third percent for use of media not listed in the above categories. Another jump, down to 2%, closes out the categories with "other."

TABLE 7

PERCENTAGE OF TOTAL a-g BY LETTER

a - 20.83334
b - 18.390805
c - 15.229885
d - 18.103448
e - 17.097702
f - 8.333334
g - 2.011493
100.0

All of the responses for category "a," "lecture," are displayed on Table 8. shown are the number of responses at each rank, the percentage of the total 145 responses for category "a," the percentage of the total response at a given rank which went to "a," and the percentage of the total 696 responses represented by "a" at a given rank. For example, reading across the top line from left to right, we see that we are examing the first rank, i. e., the responses with which "a" was ranked as most often utilized; that "a" was ranked the most often utilized 104 times; that "a" was ranked first over 70% of the times it was indicated at all; that just over half of all of the listings of the most often utilized activities are accounted for by the category "lecture"; and that ranking "lecture" first accounts for almost 15% of all of the 696 responses to the question.

Clearly, lecturing is a very common activity when teaching about East Asia. It is the one teaching activity most prefered by many teachers. Moreover, those who do utilize this method tend to favor it by quite a wide margin; a sort of "if you like it, you like it a lot" situation.

TABLE 8

LECTURE

Rank	Number	% of a	% of Rank	% of Total Response
First	104	71.724138	50.980392	14.942529
Second	24	16.551724	12.371134	3.448276
Third	6	4.137931	5.825243	.862069
Fourth	5	3.448276	6.17284	.718391
Fifth	1	.689655	1.724138	.143678
Sixth	zero	zero	zero	zero
Checked	5	3.448276	22.727273	.718391
Total	145	100%		20.833334

The responses for "b," "conduct class discussions," are presented on Table 9. Precisely the same format is used for this table as for the preceding one. Note that, in this case, the second rank is the most frequently designated. However, conducting class discussions was ranked first by almost one-quarter of those who ranked it at all. Some three-quarters of all of those who indicated utilizing class discussions ranked this technique among the top three.

TABLE 9

CONDUCT CLASS DISCUSSIONS

Rank	Number	% of b	% of Rank	% of Total a-q
First	31	24.21875	15.196078	4.454023
Second	38	29.6875	19.587629	5.45977
Third	28	21.875	27.184466	4.022989
Fourth	15	11.71875	18.518519	2.155172
Fifth	10	7.8125	17.241379	1.436782
Sixth	1	.78125	3.333333	.143678
Seventh	zero	zero	zero	zero
Checked	5	3.90625	22.727273	.718391
	128	100.00		18.390805

The same format is used for Table 10 and each of the following tables through Table 14. Table 10 shows the distribution of the response for category "c," "show films or videotapes." As noted above, this is the least frequently indicated of the five categories which received more than 100 responses. Note that it garners more than one-quarter of the responses at a given rank only at the fourth and fifth ranks. There are undoubtedly many different reasons for the relative infrequency with which this category is indicated. Judging from comments made by respondents at this point and elsewhere on the questionnaire, one of those reasons is the lack of good films or tapes to show, or of sufficient money to rent or puchase them, or both.

TABLE 10

SHOW FILMS OR VIDEOTAPES

Rank	Number	% of c	% of Rank	% of Total a-g
First	11	10.377358	5.392157	1.58046
Second	31	29.245283	15.979381	4.454023
Third	13	12.264151	12.621359	1.867816
Fourth	23	21.698113	28.395062	3.304598
Fifth	19	17.924528	32.758621	2.729885
Sixth	6	5.660377	20.0	.862069
Seventh	zero	zero	zero	zero
Checked	3	2.830189	13.636364	.431034
	106	99.999999		15.229885

The figures for category "d," "draw or utilize maps," are shown on Table 11. Note that the largest numbers for this category are at the top three ranks, while the largest percentage of rank is at ranks two through five and at rank seven.

TABLE 11

DRAW OR UTILIZE MAPS

Rank	Number	% of d	% of Rank	% of Total a-g
First	22	17.460317	10.784314	3.16092
Second	46	36.507937	23.71134	6.609195
Third	25	19.84127	24.271845	3.591954
Fourth	16	12.698413	19.753086	2.298851
Fifth	11	8.730159	18.965517	1.58046
Sixth	2	1.587302	6.666667	.287356
Seventh	1	.793651	25.00	.143678
Checked	3	2.380952	13.636364	.431034
	126	100.00		18.103448

Shown on Table 12 are the numbers and percentages for category "e," "assign reading." Note that this activity never rates above 6% of the total 696 responses, nor above 21% of the responses at any given rank. The highest figures for this category, however, are at the top two ranks.

Table 13 is a display of the figures for category "f," "use media other than books, maps, films, or videotapes." The highest numbers and percentages for this category are consistently at the sixth rank, which is also the only rank at which it received more than half of the responses--receiving from zero to no more than 11% of the responses at the other ranks. Note, too, that it received less than 3% of the total 696 responses at every rank.

TABLE 12

ASSIGN READING

Rank	Number	% of e	% of Rank	% of Total a-g
First	29	24.369748	14.215686	4.166667
Second	40	33.613445	20.618557	5.747126
Third	17	14.285714	16.504854	2.442529
Fourth	13	10.92437	16.049383	1.867816
Fifth	11	9.243697	18.965517	1.58046
Sixth	4	3.361345	13.333333	.574713
Seventh	zero	zero	zero	zero
Checked	5	4.201681	22.727273	.718391
	119	100.00		17.097702

TABLE 13

USE OTHER MEDIA

Rank	Number	% of f	% of Rank	% of Total a-g
First	6	10.344828	2.941176	.862069
Second	11	18.965517	5.670103	1.58046
Third	11	18.965517	10.679612	1.58046
Fourth	7	12.068966	8.641975	1.005747
Fifth	5	8.62069	8.62069	.718391
Sixth	17	29.310345	56.666667	2.442529
Seventh	zero	zero	zero	zero
Checked	1	1.724138	4.545455	.143678
	58	100.00		8.333334

The response in the final category, "other (please specify)," is illustrated on Table 14. By far the smallest of the responses, the total is only 14. This category never accounts for even 1% of the total 696 responses at any of the ranks.

TABLE 14

OTHER

Rank	Number	% of q	% of Rank	% of Total a-q
First	1	7.142857	.490196	.143678
Second	4	28.571429	2.061856	.574713
Third	3	21.428571	2.912621	.431034
Fourth	2	14.285714	2.469136	.287356
Fifth	1	7.142857	1.724138	.143678
Sixth	zero	zero	zero	zero
Seventh	3	21.428571	75.00	.431034
Checked	zero	zero	zero	zero
	14	99.999999		2.011493

The data gained by question number two indicate a wide variety of approaches to teaching about East Asia. Clearly, however, lecturing is by far the single most popular teaching activity in this regard. Conducting class discussions, drawing and utilizing maps, and assigning reading were, in that order, also often utilized methods of teaching. Showing films or videotapes, while still frequent, was a somewhat less prevalent activity ; with some question raised whether this fact may be accounted for, at least in part, by lack of high quality, readily available films and videotapes, by limited funds with which to obtain them, or both. The remaining two categories, "use of media other than books, maps, films, or videotapes" and "other," were much less frequently indicated; the more common responses in these categories included use of magazines and newspapers and inviting guest speakers into the classroom.

Question Number Three

With the third question, the respondents were asked to indicate those aspects of East Asia about which they teach. 14 categories were provided for them to check, plus a category labeled "none" and one labeled "other (please specify)."

A total of 1018 responses to this question were received. Of these, four were to indicate the category "none." One other person responded with the comment "N/A." 14 teachers did not respond to this question. Adding together the 14 no responses, the four "none" responses, and the one "N/A" yields a total of 19, which is the same as the number of people who responded that they teach about the arts.

These 1018 responses are tabulated by category on Table 15. "Number" refers to the number of responses in each category. The "percentage of total response" is the percentage of the total 1018 responses represented by that number. The far right-hand column is a running total of the percentages, moving from the largest to the smallest categories.

Half of the responses are accounted for by the top five categories: history, current events, physical geography, politics/political life, and religions/philosophies, with from 92 to 121 responses each. The three largest of these received almost one-third of all of the responses. Between the fifth and sixth largest categories is a gap of 19 responses, from 92 down to 73. Then comes a string of five categories with numbers in the sixties. The categories with 62 or more responses account for some 90% of the total. There is then another gap, from 62 down to 44; then another one from 19 down to 4. The categories down through "the arts" account for over 99% of the total number of responses, with the remaining less than 1% going to "none" and "other."

The largest category, not surprisingly, given the response to question number one, was "history." Of the 121 respondents to this category, one checked "history" twice and all of his other selections only once; while another one numbered this category "2."

The same person who numbered "history" "2" numbered "Current events" "1." This person was one of 113 people who listed the current events category.

Physical geography and politics/political life were each checked by 96 teachers.

One of the 73 respondents who listed "governmental organization" noted teaching about Siberia as a part of the U.S.S.R.

One of the 66 people who selected "economics" added the comment "a little," as did one of the 65 who checked the lifestyles category, and one of the 62 people who marked the industry category.

Of the 44 teachers who listed the everyday life category, one remarked "a little," one added "some," and one underlined the word "cooking."

TABLE 15

ASPECTS OF EAST ASIA

Aspect	Number	% of Total Response	% of Cumulative Response
History	121	11.886051	11.886051
Current Events	113	11.100197	22.986248
Physical geography	96	9.430255	32.416503
Politics/political life	96	9.430255	41.846758
Religions/philosophies	92	9.037328	50.884086
Governmental organization	73	7.170923	58.055009
Cultural geography	68	6.679764	64.734773
Economics	66	6.483301	71.218074
Lifestyles	65	6.385069	77.603143
Agriculture	64	6.286837	83.88998
Industry	62	6.090373	89.980353
Eveyday life	44	4.3222	94.302553
Science and Technology	32	3.143419	97.445972
The arts	19	1.866405	99.312377
None	4	.392927	99.705304
Other	3	.294696	100.00
	1018	100.00	

Two of the 32 people who indicated that they teach about science and technology qualified it by noting "not much," and another noted "a little."

Two of the 19 teachers who identified themselves as teaching about the arts added similar qualifying remarks, one said "a little," and one said "not much."

All three of the people who checked the category labeled "other" specified the things they teach about that were not accounted for by the preceding categories. One noted teaching about the "human side; I have been there." One specified teaching about population problems in sociology. And one added teaching about "education--a comparison with Western models."

The data obtained from question number three indicate that educators in North Dakota teach about a wide array of aspects of East Asia. There was at least some response to each of the possible categories, and all of them except everyday life, science and technology, the arts, none, and "other" received at least 6% of the 1018 responses. Indeed, just having 148 of the 167 teachers respond that they do, in fact, teach about certain aspects of East Asia is important. That between them they identified such aspects 1014 times adds further weight to that fact.

Question Number Four

With question number four, the respondents were asked to identify the specific materials which deal with East Asia they currently use in their teaching.

In tabulating the response to this question, each respondent is counted only once per category, even though several texts, magazines, chapters, etc. may have been listed by that one respondent. Reckoned this way, there were 264 responses to the question, ten of which fell into the category "none" and two of which added "few" or "limited." There were also three miscellaneous comments in addition to the 264. Also, two people indicated "N/A." 23 people did not respond to this question.

The number of responses for each category of materials specified by the respondents can be seen on Table 16. Also shown for each category are the percentage of the total 264 responses represented by the number of responses for that category. The far right-hand column is a cumulative percentage total, indicating the percentage represented by a given category and all of the categories above it.

The most popularly cited materials were chapters of books, noted by 38 people, 14.393939% of the respondents to question number four. There is a small gap separating this from the second most popular category of materials, which was books. The second through the seventh largest categories range in size from 31 to 25, representing between 12 and nine percent of the total in each case. A large gap separates the eighth largest category from the seventh; the jump from 25 responses down to ten, and from almost nine and one-half percent down to just under four percent. The four categories between eleventh and eighth positions are separated by only one number each, from ten through seven, representing between four and two and one-half percent. These are followed by one category cited by five people and two categories noted by three people each, which account for between two and one

TABLE 16

MATERIALS USED

Item	Number	% of 264	Cumulative % of 264
Chapters of Books	38	14.393939	14.393939
Books	31	11.742424	26.136363
Films	31	11.742424	37.878787
Textbooks	29	10.984848	48.863635
Filmstrips	28	10.606061	59.469696
Text, specific	26	9.848485	69.318181
Magazines, periodicals	25	9.469697	78.787878
None	10	3.787879	82.575757
Maps	9	3.409091	85.984848
Slides, A-V, Media, Kits	8	3.030303	89.015151
Newspapers	7	2.651515	91.666666
Videotapes	5	1.893939	93.560605
Current Events	3	1.136364	94.696969
Encyclopedias	3	1.136364	95.833333
Few/limited	2	.757576	96.590909
Guest speakers, etc.	2	.757576	97.348485
Consulate/embassy materials	2	.757576	98.106061
Many miscellaneous	1	.378788	98.484849
Materials from Asia	1	.378788	98.863637
Reference materials	1	.378788	99.242425
TV news	1	.378788	99.621213
Workbooks	1	.378788	100.00
	264	100.00	

percent of the total per category. Next come three categories listed by two people each, accounting for less than one percent per category. Finally, there are five categories cited by one person each, each of which represents less than one-half of one percent of the total.

Over one-quarter of all of the responses are accounted for by the two largest categories, "chapters of books" and "books." Adding the "films" and "textbooks" categories brings the total to almost half of the total response. Over three-quarters of the total response to the question is accounted for by the seven largest categories, which include various listings for books, films, filmstrips, and magazines.

Twenty-two of the 38 teachers whose responses form the category "chapters of books" provided additional information: most often the name(s) of the book(s) in which the chapter(s) are found. The names of textbooks were listed as sources of chapters utilized by teachers 14 times, including three listings for Man's Unfinished Journey and two for World Geography. Other texts listed include People and Cultures, Geography and World Affairs, A World History, Living As World Neighbors, Global Geography, Afro-Asian Culture Studies, People and Our World, and History and Life. Two people mentioned using chapters on specific subjects, one cited chapters on religions and governments, the other noted chapters on China, Vietnam , Korea, and Japan. Three teachers listed the course(s) in which chapters of books were utilized, e. g., world history. Three additional teachers noted that the chapters they utilized were "from the textbook." And one educator supplied a list of chapters and other materials several pages in length.

There were seven comments appended to the 31 listings for the "books" category. One teacher noted, "I have a couple paperbacks on China and Japan." One noted using "resource materials from other geography books." Another teacher added, "most comes from books." Cited were The Cold War and Crucial Decade. One teacher specified utilizing Area Handbooks obtained from Valley City State College. And one person commented that the books used were from the library.

Of the 31 teachers who listed "films," six provided comments. One added, "I specifically use a series of films and filmstrips." One cited, "Lands of East and Southeast Asia, South Pacific Island Children, Japan: Miracle in Asia, and many more . . . films." One teacher listed Mao Tse-Tung: Life and Legacy. One person appended "National Geographic film." One teacher noted using "free films available," and one specified the North Dakota Film Library.

Almost half of the number of teachers who listed the generic category "textbooks" included additional comments. Seven of the 14 comments were citations of the specific courses in which the various textbooks are used, e. g., world geography, world cultures; between them they listed nine courses. Two people added the word "several" to describe the category. One teacher noted using two textbooks, and another specified using a "resource text." One person wrote, "mostly information from textbooks"; while another said "just text and maps," and another noted using "just the textbook."

The 28 responses in the "filmstrips" category included 11 comments. One noted that the filmstrips which he used were obtained from Valley City State College. One said that the filmstrips used were about religions and governments. One noted utilizing three filmstrip kits. Two teachers cited specific filmstrip titles: one listed Decade of Hope and Despair and the other listed Johnson and Ford (from the U.S. World Leaders series). The remainder of the comments were citations of specific filmstrip series or sources of filmstrips. The following were each listed once: the China Today series, a National Geographic kit, a Britannica kit titled China Now, the Scholastic world culture program and filmstrips, AP filmstrips and New York Times filmstrips.

Several different textbooks were listed by the 26 teachers who specified textbook titles, including the ones listed above in the "chapters of books" category.

Of the 25 responses in the "magazines and periodicals" category, two people specified "periodicals" in addition to "magazines." Two people noted using "newsmagazines," and one person specified using a "current events magazine." The rest of the comments were citations of specific magazines used. Newsweek was listed eight times; Time six times; U.S. News and World Report five times; Senior Scholastic and "Scholastic" two times each, and Junior Scholastic once; and Update was listed by one person, as was Asia (with the annotation that it was obtained through the library).

Two informative comments were supplied in relation to listings in the "none" category. One teacher underlined the word "currently." Another teacher noted that materials dealing with East Asia were not available.

Of the nine teachers who listed "maps," one specified using World News Maps.

Three of the six comments made in relation to the "slides, audio-visual media, and kits" category were about a specific sound-slide program and kit done by people at the University of North Dakota. The subject matter of the kit is foreign food policy, U.S. actions, and implications for North Dakota. Another teacher cited using "National Geographic materials"; while still another teacher cited the Scholastic World Cultures Program titled "China." Use of "personal slides" was also noted by one teacher.

One of the seven teachers who listed "newspapers" noted ulitizing "current events such as in newspaper clippings."

One of the five people who listed "videotapes" specified "from P.B.S."; and two more cited specific tapes: The 10,000 Day War and the Time Was series on the '50's, '60's, and '70's.

One of the two responses in the "guest speakers" category was a specification of "slide and lecture presentations by persons who have traveled there."

The whole comment abbreviated to "reference materials" was actually "many different reference materials."

The three miscellaneous comments made in relation to question number four were: "World History, U.S. History, World Geography, POD"; "Mostly these areas are taught concerning a study on American Foreign Policy"; and "We have just introduced the 'Global Education' concept and have used the library vertical files as our main resource."

It is obvious from the above that the single most popular medium utilized by these teachers for teaching about East Asia is the textbook. Two of the categories listed on

Table 16, which between them account for over 20% of the total response to the question, are specifically textbook categories: the generic "textbook" category and the category of textbooks specified by name. Moreover, as was seen above, many of the entries in the "chapters of books" and "books" categories also refer to textbooks, e. g., chapters of textbooks. One additional category, "workbooks," is also closely related to the textbook field. Adding together these five textbook-oriented categories yields a total of 125 responses, 47.348484% of the total response to the question.

36 responses are accounted for by other print media: magazines and periodicals, newspapers, encyclopedias, and reference materials. If these are added to the above described textbook-related aggregate the total for specifically print media is 161, or 60.984848% of the total.

Visual media are also popular. The group formed by adding together films, filmstrips, slides, audio-vusual media, kits, and videotapes yields 72 responses, or 27.272727% of the total response. Adding to this the "maps" category brings the total up to 81, or 30.681818% of the response. If the clearly visual category of television news is added as well the total is 82, or 31.060606%. One could also add guest speakers, particularly as described by some of the respondents, embassy and consulate materials, and materials from Asia to the above group, which would bring the total to 87, or 32.954546% of the response to the question.

Thus, the data gathered in response to question number four indicate that the respondents, between them, utilize a wide variety of materials which deal with East Asia. However, commercially produced materials are clearly dominant. Print media are particularly widely used. Visual media are also listed by the respondents quite often. It is important to note, though, that textbooks are by far the most popular materials listed.

Question Number Five

With question number five, the teachers were asked to identify the courses in which they utilize the materials listed in response to the preceding question. Most of the respondents chose not to identify specific materials in terms of particular courses. Rather, they usually simply listed course names.

77 teachers provided one response each, 42 had two responses each, 17 provided three responses each, and two teachers gave four responses each. 29 teachers did not respond to this question.

A total of 24 courses noted by the respondents plus the category "none" appear on Table 17. Listed for each category are the number of respondents listing it, the percentage of the total 218 responses tabulated here which that number represents, and a cumulative total of the percentage(s) at any level plus those above it.

World history was by far the most commonly listed course, with 83 responses, accounting for 38% of the total. A very large gap of 49 responses separates world history from the second most popular course listng, U.S. history, with 34 responses, or 15.59633% of the total response. Next follow geography and world geography, with 29 and 24 responses respectively. Another gap, from 24 down to ten responses

TABLE 17

COURSES IN WHICH SPECIFIC MATERIALS USED

Course	Number	% of Total	Cumulative Total
World History	83	38.073394	38.073394
U.S. History	34	15.59633	53.669724
Geography	29	13.302752	66.972476
World Geography	24	11.009174	77.98165
Social Studies	10	4.587156	82.568806
Problems of Democracy	6	2.752294	85.3211
None	5	2.293578	87.614678
Present Day Problems	4	1.834862	89.44954
Current Events	3	1.376147	90.825687
Sociology	3	1.376147	92.201834
Russian History	2	.917431	93.119265
World Cultures	2	.917431	94.036696
Ancient and Medieval History	1	.458716	94.495412
Asian Studies	1	.458716	94.954128
Contemporary Problems	1	.458716	95.412844
Contemporary World History	1	.458716	95.87156
Eastern Geography	1	.458716	96.330276
Economics	1	.458716	96.788992
Government	1	.458716	97.247708
Middle Ages	1	.458716	97.706424
Regional Geography	1	.458716	98.16514
Understanding Human Behavior (Psychology)	1	.458716	98.623856
World Affairs	1	.458716	99.082572
World Culture Studies	1	.458716	99.541288
World Geography/History	1	.458716	100.00
	218	100.00	

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separates world geography from social studies. Then comes a smaller gap, from ten down to six for problems of democracy. This is followed by "none," with five responses, present-day problems with four, current events and sociology with three each, and Russian history and world cultures with two each. Finally is a list of 13 courses listed by only one teacher each. These groupings of number are, of course, reflected in similar groupings of percentages.

The most frequently listed course, world history, accounts for more than one-third of all of the responses. Combining this with the second most popular course listing, U.S. history, accounts for over half of the total response. Adding the third most often listed course, geography, accounts for two-thirds of the total, and adding world geography to the list shows that more than three-quarters of the total response is accounted for by the top four categories alone. Adding the following four categories brings the portion up to almost 90%. That means that the final ten percent is accounted for by the remaining 17 courses.

One of the 83 respondents who listed world history did, in fact, list the textbooks from the question number four response which are used in his course, Men and Nations and Story of Nations. Two of the respondents noted teaching tenth grade courses. And one respondent notes that the materials are used "mostly in" world history.

One of the 34 teachers who listed U.S. history noted that it was at the eighth grade level, while another teacher specified the eleventh grade level. One teacher noted that the text used is America the Rising Nation. And one teacher wrote that the teaching about East Asia was in "connection to the U.S. in U.S. History."

One of the 29 respondents who listed "geography" noted the use of one of the textbooks which he had listed in response to question number four, World Geography Today, in this course. The remaining nine comments were all notations of the grade levels at which the geography courses were taught. Five respondents specified seventh grade, one seventh and eighth grades, two freshman or ninth grade, and one eleventh and twelfth grades.

Of the 24 respondents who listed world geography, one specified which textbook listed in question number four is used in his course, that text being Exploring a Changing World. One teacher notes that the course is at the seventh grade level, and another specifies the seventh and eighth grade levels.

One of the ten respondents who specified teaching courses in social studies noted that the students were studying the Eastern Hemisphere. The other nine comments were listings of the grade level of the courses: three at seventh grade level, five at seventh and eighth grade levels, and one just listed as junior high school.

Of the six teachers who listed teaching courses called problems of democracy, one wrote that the newsmagazines which he had noted in response to question number four were used in this course. Another respondent indicated that the course was at the twelfth grade level.

Both of the respondents who listed teaching courses in world cultures noted the grade level: one specifying ninth grade, the other specifying tenth grade.

The general subject area of history was the most commonly listed of disciplines. World history and U.S. history were the two largest categories. When these two are combined with Russian history, ancient and medieval history, Middle Ages, contemporary world history, and world geography/history, the total is 117 responses, or 56.422019% of the total response.

The general discipline area of geography was also listed quite often. Geography and world geography were the third and fourth most often cited categories, between them accounting for 53 responses, or just short of one-fourth of the total. Adding to these Eastern geography, regional geography, world geography/history, and the geography-related categories world cultures and world culture studies yields a total of 59 responses, or 27.064221% of the total response.

The general problems of democracy/current events group was less often listed. Adding together problems of democracy, present-day problems, and contemporary problems yields a total of 11 responses, or 5% of the total response. If current events, contemporary world history, and world affairs are added to this list, the total is raised to 16, or 7.339451% of the total.

Nevertheless, courses clearly identified as within the general disciplines of history and geography are obviously dominant as subject areas in which teaching about East Asia takes place. This is probably all the more true since it is likely that some of the courses not specifically identified as such, for example the courses identified only as social studies at the junior high school level, are actually within the purview of one or both of these discipline areas as well.

Question Number Six

With question number six the respondents were asked to identify the number of class periods that they spend teaching about East Asia. Each of the regions was listed on the questionnaire, with a space next to each in which the teachers were asked to place a number indicating the hours utilized to teach about it.

There were a total of 811 entries of the number of hours taught about a given region. These 811 entries were provided by a total of 140 respondents to the question. Seven additional responses of N/A, zero, etc. were received. Twenty teachers did not respond to this question.

As shown on Table 18, these 140 respondents noted teaching a total of some 2515.25 class periods about various regions of East Asia. That total is not exact because it includes average numbers for the responses expressed in terms of ranges; for example, if a response was something like "10 to 20" the average of the two numbers, 15, would be used to figure the total. This total of 2515.25 averages out to about 18 class periods per teacher for the 140 respondents to this question. The average for the total 167 respondents to the survey would be just over 15 class periods. The average number of class hours per region identified by the respondents is slightly over three.

The lowest total number of class periods per teacher was zero. The highest total number of class periods for one teacher was 122; but the vast majority of teachers listed

TABLE 18

RESPONSE TO QUESTION NUMBER SIX

Region	Hours	Number of Responses
China	635	124
Taiwan	236	101
Hong Kong	98.75	61
Japan	543.5	125
Peoples' Republic of Korea	161.5	87
Republic of Korea	158.5	85
Macao	23.5	19
Mongolia	73	52
Eastern R.S.F.S.R.	283.5	76
Soviet Central Asia	184	63
Eastern R.S.F.S.R. + Soviet Central Asia	71	9
Taiwan, Hong Kong, Macao, and Mongolia	1	1
China to 1900	1	1
China + Taiwan	35	3
Peoples' Republic of Korea + Republic of Korea	10	4
	2515.25	811

Average of 811 total country responses = 3.101418

Average of 167 respondents = 15.061377

Average of 140 question number six respondents = 17.966071 far fewer hours than this. Of the 140 respondents to question number six, 53 listed teaching 18 or more class periods about regions of East Asia (the average for the 140 respondents). 65 of them specified teaching 15 or more class periods about East Asia (the average of the 167 respondents to the survey). Two of the respondents noted that they teach about all of the regions identified on the questionnaire. 67 of them listed teaching about at least China, Taiwan, Japan, north and/or south Korea, and the R.S.F.S.R. east of Novosibirsk and/or Soviet Central Asia. The number of respondents treating at least China, Japan, and one or more of the other listed polities was 116.

It should also be pointed out that in addition to the responses expressed in terms of numbers, as treated on the tables relevant to this question, there were also several responses expressed as checkmarks or "X's." These are not averaged with the total number of class periods listed. Instead, they are merely noted in the discussion of the response per each region which follows.

124, or 88.571429%, of the 140 respondents to question number six listed the number of class periods devoted to teaching about the People's Republic of China. In addition, three more teachers indicated that they teach about China by checkmarks, but with no specification of the number of class periods per year. The most popular number of class periods per year listed by these teachers was two, listed by 23 people. 19 teachers listed one period; 17 listed ten periods; 16 listed five class periods; 13 listed four periods; 11 listed three periods; six listed six periods per year; four teachers listed eight periods each; three listed 20 class periods per year, while the same number merely checked the proper space; two teachers each listed three to four periods; and one teacher each listed the following--40 class periods, 30 periods, 12 periods, one to ten periods, six to eight periods, four to five periods, and one to two periods per year. This means that the total number of class periods listed as definite numbers was 610. Adding to this the average of each of the listings expressed as ranges of numbers brings the total to 635 hours. There were also three checkmarks. Using the approximate figure of 635 class periods, the average number of class periods per year devoted to teaching about the Peoples' Republic of China for the total 167 responents to the survey would be 3.8023952. The average for the 140 respondents who specified teaching about various regions of East Asia would be 4.5357143 class periods per school year. The average for the 124 respondents who noted teaching about China would be 5.1209677 class periods per school year.

A total of 102 teachers noted teaching about the Republic of China (Taiwan). Of these, 101 specified a number of class periods per school year, and one simply marked the appropriate space with a checkmark. Almost half of the respondents, 49 of them, noted teaching about Taiwan for one class period per year. Almost another quarter of them, 25 teachers, listed teaching about Taiwan for two class periods per school year. Six teachers listed teaching about Taiwan for five class periods per year; five for four class periods; four for three periods per year; and three for six class periods. Two teachers listed teaching about Taiwan for ten class periods each and two for eight periods each; while another two listed only one-half class period per year each. One teacher listed teaching about Taiwan for 15 class peridos per year, by far the most of all the Taiwan listings. One teacher listed the broad range of one to ten hours per year. One teacher merely checked the space next to the listing for the Republic of China (Taiwan). Thus, the listing for Taiwan included one checkmark and 231 class periods identified by definite numbers. Adding the average of the numbers expressed as a range brings the approximate total for the response to this question to 236 class periods per school year. Using the 236 class periods per year figure yields an average of 1.4131737 class periods per school year for the total 167 respondents to the survey. For the 140 respondents who had a positive reply to question number six, the average would be 1.6857143 class periods per school year. For the 101 respondents who indicated numbers of class periods devoted to teaching about the Republic of China (Taiwan) the average would be 2.3366337 class periods per school year.

61 respondents indicated teaching about the Crown Colony of Hong Kong. Over half of this number, 34 teachers, listed teaching about Hong Kong for only one class period per year. Another 16 of them indicated that they teach about Hong Kong for two class periods per year. Three teachers responded that they teach about Hong Kong for one-half of one class period per year. Two teachers each listed five class periods and four class periods. By far the largest listing was ten

class periods noted by one teacher. Also listed by one teacher each were the range of one to five class periods, "½ very little," and one-fourth class hour per school year. The total number of specified class periods was 96.25. Adding the average of the range of hours listed brings the approximate total to 98.75 hours. Using this total, the average number of class periods utilized for teaching about the Crown Colony of Hong Kong was .59131737 for the total 167 respondents to the survey; .7053571 for the 140 teachers who responded positively to question number six; and 1.6188525 for the 61 people who listed teaching about Hong Kong.

The largest number of responses for one country was the total of 125 for Japan (one more than the number of responses for the Peoples' Republic of China). Of these 125, the two most popular responses were the 29 listings for two class periods per year and the 23 listings for three class periods. On either side of these were the listings for one class period per year and four class periods, each of which was listed by 17 respondents. Eleven respondents noted teaching about Japan for ten class periods per school year. Nine teachers listed five class periods per year; and four listed six class periods. Three teachrs listed eight class periods per year, while an equal number simply marked the space for Japan with checkmarks. Two teachers noted teaching about Japan for 20 hours each, while another two listed a range of two to three hours each. The range in the number of class periods listed by one teacher each was very large: 40; 30; seven; one to ten; and one to two. Thus, the total number of specified hours was 532, plus three checkmarks. Adding the average of the numbers of class periods expressed as a range of hours and ignoring the checkmarks brings the approximate total number of class periods listed for Japan to 543.5. Using this number, the average number of class periods devoted to teaching about Japan is 3.254491 for the total 167 respondents to the survey; 3.8821429 for the 140 teachers who provided positive responses to question number six; and 4.348 for the 125 teachers who noted numbers of class periods devoted to teaching about Japan.

87 respondents indicated teaching about the Peoples' Republic of Korea. The bulk of these are accounted for by the two most frequently listed numbers of class periods: 38 listings for one class period and 26 listings for two class periods per year. Seven teachers listed one-half of one class period each per school year. Four people listed teaching about north Korea for four class periods per year; and three teachers listed three hours each. The largest number of class periods per year was ten, listed by each of two teachers. Another two teachers indicated that they teach about the Peoples' Republic of Korea by placing a checkmark in the appropriate space. One teacher each listed: seven class periods; six periods; five periods; four to five periods; an "½ very little." Thus, the total number of specified hours was 157. There were also two checkmarks. Adding the average of the number of hours listed as a range to the 157 brings the approximate total to 161.5 class periods per school year. Using this number, the average number of class periods per year for the Peoples' Republic of Korea is .96706587 for the 167 respondents to the survey; 1.153574 for the 140 teachers who provided positive responses to this question; and 1.8563218 for the

87 teachers who listed numbers of class periods utilized to teach about the country.

85 teachers noted that they teach about the Republic of Korea; two fewer than listed teaching about north Korea. The largest number of these responses was for one class period per school year, identified by 36 teachers. Another 26 teachers listed two class periods per year. Seven teachers noted teaching about south Korea for one-half of one class period per year. Five teachers listed teaching about it for three class periods per year, and three teachers listed four class periods. The largest number of class periods was ten, listed by two teachers. One teacher each listed: seven class periods; six periods; four to five periods; and two to three periods. In addition, one teacher wrote "very little" and another placed a checkmark in the space for south Korea. Therefore, the listings for the Republic of Korea included one checkmark, one "very little," and 148 specific numbers. Adding to 148 the averages of the numbers expressed as ranges yields an approximate total number of class periods for the Republic of Korea of 158.5. Thus, the average number of class periods for the 167 respondents to the survey is .9491018. The average for the 140 teachers who responded positively to this question is 1.1321429. The average for the 85 people who listed numbers of class periods utilized for teaching about the Republic of Korea is 1.8647059 class periods per school year.

Only 19 respondents noted teaching about Macao. Eight of these listed one class period per school year. Three teachers listed two class periods per year, and the same number listed one-half of one class period per year. One teacher listed four class periods per year; one listed one to five class periods; and one listed one to two class periods per year. In addition, one teacher noted "very little" and another noted "incidental mention." Not counting these two remarks, since they are insubstantial in number, the specified numbers of class periods for Macao were 19.5. Adding to this the averages for the numbers of class periods expressed as ranges brings the approximate total number of class periods per year devoted to teaching about Macao to 23.5. Using this number, the average for the 167 respondents to the survey is .14071856 class period per year. For the 140 people who provided positive responses to this question the average is .16785714 class period per year. The average for the 19 teachers who listed numbers of class periods for teaching about Macao is 1.2368421 class periods per school year.

52 people noted teaching about the Peoples' Republic of Mongolia. Over half of them, 28 teachers, listed one class period per year as the amount of time they do so. Another ten of them listed two class periods per school year. Five teachers listed one-half of one class period per year. The largest number of class periods per year was five, listed by two teachers. Two more teachers listed four class periods. Yet another listing by two teachers was for just one-quarter of one class period. One teacher listed one to five class periods, and another listed one

to two. In addition, one teacher placed a checkmark in the proper space to identify teaching about Mongolia. Thus, the response for Mongolia included one checkmark and 69 specified class periods. Adding to 69 the average of the numbers of class periods expressed as ranges yields an approximate total of 73 class periods utilized for teaching about the Peoples' Republic of Mongolia. This is an average of .43712575 class period for the 167 respondents to the survey. It is an average of .52142857 class period per year for each of the 140 teachers who provided a positive response to question number six. And it is an average of 1.4038462 class periods per school year for the 52 teachers who provided information about the numbers of class periods taught about the Peoples' Republic of Mongolia.

76 teachers indicated teaching about the Russian Soviet Federated Socialist Republic east of Novosibirsk. 20 of these indicated that they taught about this area for one class period a year. 13 teachers each listed five class periods or two class periods per school year. Nine teachers listed three class periods per year, and seven teachers listed four class periods. The largest number of class periods per school year was 20, listed by two teachers. Also listed by two teachers each were ten class periods and seven class periods. Another two teachers placed checkmarks in the space for the R.S.F.S.R. east of Novosibirsk. One teacher each indicated: eight class periods; six class periods; ten to 20 class periods; ten to 15 class periods; one to two class periods; and zero to one class period. Thus, two checkmarks and a total of 254 specific

class periods were indicated for this area of the world. Adding the averages of the numbers of class periods expressed as ranges to the 254 yields an approximate total of 283.5 class periods of teaching about the Russian Soviet Federated Socialist Republic east of Novosibirsk. This is an average of 1.6976048 class periods for each of the 167 respondents to the survey, 2.025 class periods for each of the 140 teachers who provided a positive response to this question, and 3.7302632 class periods for each of the 76 teachers who listed a number of class periods utilized to teach about this area of the world.

63 respondents indicated that they teach about Soviet Central Asia. Of these, 23 listed one class period per year; 12 listed two class periods; eight listed three periods; six listed four periods; five listed five periods per school year; and the following were listed by one teacher each: 20 class periods per year; nine class periods; eight periods; seven periods; and ten to 20 class periods per year. In addition, there was one checkmark, and one comment, "only this year." Adding to the 166 specified numbers of class periods the average of the ranges of class periods yields an approximate total for teaching about Soviet Central Asia of 184 class periods per school year. This is an average of 1.1017964 class periods per year for the total 167 respondents to the survey; 1.3142857 class periods per year for the 140 teachers who provided a positive response to this question; and 2.9206349 class periods per year for the 63 teachers who indicated numbers of class periods of teaching about Soviet Central Asia.

Nine of the respondents indicated teaching about the R.S.F.S.R. east of Novosibirsk and Soviet Central Asia together. These ranged from "about 25" class periods per year to one-half of one class period per school year. The number of specified class periods was 63.5. Adding to that the averages for the numbers expressed as ranges brings the average number of class periods to 71. This is an average of .4251497 class period for the total 167 respondents to the survey, .50714286 for the 140 teachers who provided a positive response to question number six, and 7.8888889 class periods per school year for the nine teachers who indicated teaching about the R.S.F.S.R. east of Novosibirsk and Soviet Central Asia together. In addition, two comments were appended: "World Geography--2 weeks on USSR World History--1½-2 weeks - Russian History," and "We spend a week on the history of Russia as a whole and only a few hours on the Soviet Union."

One respondent indicated teaching about Taiwan, Hong Kong, Macao, and Mongolia combined for one class period per school year.

Another respondent indicated teaching about "China to 1900."

Three teachers indicated teaching about the Peoples' Republic of China and the Republic of China (Taiwan) in combination. Two of these indicated doing so for five class periods per year each. The third teacher listed 25 class periods per school year. This is a total of 35 class periods per year, which averages to .20958084 class period for the 140 positive respondents to this question, and

11.666667 class periods per school year for these three teachers.

Four teachers noted teaching about the Peoples' Republic of Korea and the Republic of Korea in combination. Of these, two indicated teaching about them for one class period per year, one listed three class periods per school year. And one listed a range of one to ten class periods per year.

Table 19 is an illustration of the responses discussed above. Shown are the number of responses per region; the percentage of the total 811 responses represented by that number; and a cumulative precentage listing. Japan and the Peoples' Republic of China are the most frequently taught about, having been listed by 125 and 124 respondents respectively. Each of these accounts for between 15 and 15½ percent of the total. Adding to these the Republic of China (Taiwan) and the Peoples' Republic of Korea brings the total to over half of all of the responses under consideration here. Adding to this total the responses for the Republic of Korea, the Russian Soviet Federated Socialist Republic east of Novosibirsk, and Soviet Central Asia brings the total to over 80%.

The average number of hours taguht per region is shown on Table 20. Two averages are included: the average for the 140 teachers who provided listings of numbers of class periods in response to question number six, and the average for the 167 total respondents to the survey. The Peoples' Republic of China is taught about the greatest average number of hours, followed by Japan.

TABLE 19

PERCENTAGE RESPONSE TO QUESTION NUMBER SIX BY REGION

Region	Number	Percentage	Cumulative %
Japan	125	15.41307	15.41307
China	124	15.289766	30.702836
Taiwan	101	12.453761	43.156597
Peoples' Rep. of Korea	87	10.727497	53.884094
Republic of Korea	85	10.480888	64.364982
Eastern R.S.F.S.R.	76	9.371147	73.736129
Soviet Central Asia	63	7.768187	81.504316
Hong Kong	61	7.521578	89.025894
Mongolia	52	6.411837	95.437731
Macao	19	2.342787	97.780518
Eastern R.S.F.S.R. + Soviet Central Asia	9	1.109741	98.890259
Peoples' Rep. of Korea + Republic of Korea	4	.493218	99.383477
China + Taiwan	3	.369914	99.753391
China to 1900	1	.123305	99.876696
Taiwan, Hong Kong, Macao, and Mongolia	1	.123305	100.00
Total	811	100.00	

TABLE 20

AVERAGE NUMBER OF HOURS TAUGHT

Region	Per 140 Responses Question #6	Per 167 Responses
China	4.5357143	3.8023952
Japan	3.8821429	3.254491
Eastern R.S.F.S.R.	2.025	1.6976048
Taiwan	1.6857143	1.4131737
Soviet Central Asia	1.3142857	1.1017964
Peoples' Republic of Korea	1.1535714	.96706587
Republic of Korea	1.1321429	.9491018
Hong Kong	.70535714	.59131737
Mongolia	.52142857	.43712575
Eastern R.S.F.S.R. + Soviet Central Asia	.50714286	.4251497
China + Taiwan	.25	.20958084
Macao	.16785714	.14071856
Peoples' Rep. of Korea + Republic of Korea	.07142857	.05988024
China to 1900	.00714286	.00598802
Taiwan, Hong Kong, Macao, and Mongolia	.00714286	.00598802
Total	17.966072	15.061377

Shown on Table 21 are the average number of class periods per year by region. The number of class hours shown is the average only of those who listed teaching about each given region. Also shown are the number of respondents used to figure the average.

It is also instructive to consider the larger or traditional political or linguistic areas of East Asia. For example, at one time or another the Chinese have ruled every region included in this survey except Japan; and their culture has had a major influence in all sections of East Asia. Reducing this extensive cultural and historic influence down to those polities listed on this survey in which the Chinese language and culture are clearly a dominant force at present could engender a great deal of academic debate; but most everyone would include at least the Peoples' Republic of China, the Republic of China (Taiwan), the Crown Colony of Hong Kong, and Macao on that list. Similarly, Chinese influences aside, there is an obvious linguistic and cultural connection between the Peoples' Republic of Korea and the Republic of Korea. No such obvious similarity exists for the Russian Soviet Federated Socialist Republic east of Novosibirsk and Soviet Central Asia. Nevertheless, some would consider them to be related because they have recently been included in the same large political entity, the U.S.S.R. For a number of reasons, a good case can be made that Japan should be considered to stand alone as one rather homogeneous cultural and political entity. The Peoples' Republic of Mongolia provides a set of different reasons for not being combined with any of the other regions.

TABLE 21

AVERAGE NUMBER OF CLASS PERIODS

Region	Response By Region	Number Of Respondents
China and Taiwan	11.666667	3
R.S.F.S.R. + Soviet Central Asia	7.8888889	9
China	5.1209677	124
Japan	4.348	125
R.S.F.S.R. East of Novosibirsk	3.7302632	76
Soviet Central Asia	2.9206349	63
Peoples' Republic of Korea + Republic of Korea	2.5	4
Taiwan	2.3366337	101
Republic of Korea	1.8647059	85
Peoples' Republic of Korea	1.8563218	87
Hong Kong	1.6188525	61
Mongolia	1.4038462	52
Macao	1.2368421	19
China to 1900	1.0	1
Taiwan, Hong Kong, Macao, and Mongolia	1.0	1

The figures for this larger Chinese grouping are shown on Table 22.

TABLE 22

COMBINED CHINESE GROUPING

Region	Average No. Of Class Periods	Checkmarks Or Comments	Number Of Respondents
Peoples' Republic of China	635	3 checks	124
Republic of China (Taiwan)	236	1 check	101
Crown Colony of Hong Kong	98.75		61
Macao	23.5	2 comments	19
Taiwan+Hong Kong+Macao+ Mongolia	1		1
China to 1900	1		1
Peoples' Republic of China+ Taiwan	35		3
	1030.25	4 checks 2 comments	310

Average Number of Class Periods Per School Year

For 310 in combined grouping - 3.3233871

For 167 total respondents - 6.1691617

For 140 number 6 respondents - 7.3589286

The figures for the combination of both Koreas are shown on Table 23.

The figures for the combination of the Russian Soviet Federated Socialist Republic east of Novosibirsk and Soviet Central Asia are shown on Table 24.

TABLE 23

BOTH KOREAS COMBINED

Region	Average No. Of Class Periods	Checkmarks Or Comments	Number Of Respondents
Peoples' Republic of Korea	161.5	2 checks	87
Republic of Korea	158.5	1 of each	85
Peoples' Republic of Korea + Republic of Korea	10		4
	330	3 checks 1 comment	176

Average Number of Class Periods Per School Year

For 176 in combined grouping - 1.875

For 167 total respondents - 1.9760479

For 140 number 6 respondents - 2.3571429

TABLE 24

TWO REGIONS OF THE U.S.S.R.

Region	Average No. Of Class Periods	Checkmarks Or Comments	Number Of Respondents
Eastern R.S.F.S.R.	283.5	2 checks	76
Soviet Central Asia	184	1 check	63
R.S.F.S.R. + Soviet Central Asia	71	3 comments	9
	538.5	3 of each	148

Average Number of Class Periods Per School Year

For 148 in combined grouping - 3.6385135

For 167 total respondents - 3.2245509

For 140 number 6 respondents - 3.8464286

The percentage totals for these combined groupings and for Japan and the Peoples' Republic of Mongolia are shown on Table 25. Note that the Chinese grouping accounts for just over 38% of the total. Adding to this the combination of the two Koreas brings the combined total to almost 60%. Adding to these the combination of the two Soviet regions brings the combined total to a bit over 78%. Adding to the combined groupings the percentage for Japan brings the total to some 93.6%. The remainder of the total is, of course, accounted for by Mongolia.

TABLE 25

PERCENTAGE TOTALS BY REGION

Region	Number	Percentage of Total
Chinese combined group	310/309	38.224414
Both Koreas	176	21.701603
Soviet combined group	148	18.249075
Japan	125	15.41307
Peoples' Republic of Mongolia	52/53	6.411837

The average number of class periods per school year for the above listed groups are shown on Table 26. Illustrated are the average number of class periods for the 140 teachers who supplied listings of class periods in response to question number six and for the 167 total of all respondents to the survey.

TABLE 26

AVERAGE NUMBER OF CLASS PERIODS BY REGION

Region	Average for 140 No. 6 Respondents	Average for 167 Total Respondents
Chinese combined group	7.3589286	6.1691617
Japan	3.8821429	3.254491
Soviet combined group	3.8464286	3.2245509
Both Koreas	2.3571429	1.9760479
Peoples' Republic of Mongolia	.52142857	.43712575

In addition to the listings reported above, there were a number of miscellaneous comments. These included: "Unknown Discuss as they appear in world events"; "Depends to some extent on what's going on there during a school year"; "References are occasional, not in course content" [this comment is about all of the regions]; "?--varys [sic] year to year"; "Maybe 20 class period[s]"; "World Geography--1½ to 2 weeks on Fareast [sic] in general"; and "Not a total of one class period on any of them." One respondent prefaced the numbers supplied in the appropriate spaces with a large question mark in the left margin. One respondent prefaced the checkmarks placed in the various spaces with the comment: "No specific time limit; but I touch on these throughout the year--Current events."

In summary, the responses to question number six have shown that every region of East Asia is taught about to some extent. Also, the majority of the respondents to the survey do at least some teaching about East Asia. However, there was a wide range in the number of class periods taught, with the preponderance toward the lower end of the scale, and in the number of regions taught about, with Japan and China being the most frequently touched upon. Nevertheless, the vast majority of the respondents to this question, and the majority of the total number of respondents to the survey, taught about at least Japan, China, and one or more of the other regions of East Asia listed on the questionnaire. While Japan was the most frequently listed country, with one more listing than the Peoples' Republic of China, China was taught about for the largest average number of class periods per school year.

Question Number Seven

With question number seven, the respondents were asked to identify the kinds of materials about East Asia that were readily available to them. As is true of the majority of the questions on this survey, the question was kept open so as to allow the widest possible latitude in answering it.

283 responses were received from a total of 130 respondents. 37 teachers did not respond to this question. It is possible, of course, that some teachers did not respond because materials about East Asia are not readily available to them.

As my have been expected, given the responses to previously analyzed questions, the single most often cited category was "textbooks," listed by 39 teachers. Of these 39, 15 added comments or further information. One pointed out that the reference was to the texts mentioned earlier. One wrote, "Used in class Unfinished Journey." Two others also listed textbook titles: A History of the United States and The History of Our World. Five teachers noted the subject matter of the textbooks: one listed history, and two each listed geography and world history. Another teacher noted the topics covered by the textbook used: "on Russia, Japan, and China." One teacher prefaced the word "textbooks" with the word "some," while another teacher prefaced it with the word "mostly." Another teacher wrote: "Existing materials in texts (limited)." And two teachers commented: "only what is in my textbook"; and "Just what is in my textbooks."

The second most frequently mentioned category of materials was filmstrips, listed by 35 people. 22 of these 35 teachers provided additional information. Four of them prefaced the word "filmstrips" with the word "some," and another teacher used the word "few." Four teachers listed the state library as the source of the filmstrips they use. One person noted using filmstrips from consulates. A different source was cited in this comment: "Filmsy [sic] filmstrips in district collection." Another person wrote: "We have them about nearly all the countries." Still another teacher wrote: "From the library on Russia, Japan, and China." One person noted use of "filmstrips from various media companies." Descriptions of filmstrips included: "about current events"; "current government leaders"; "of ancient civilizations"; "China Moving Mountains"; and "World Religions, China Roots of Civilization, Mao's China, etc." One teacher noted: "I may order filmstrips." Another teacher wrote: "Filmstrips which I seldom use." And one wrote: "Some old filmstrips."

Third and fourth most frequently cited, with 33 responses each, were films and maps.

17 of the 33 teachers who listed films as available media provided additional information. One wrote: "films that I order." Three teachers prefaced the word "films" with the modifier "some." One teacher wrote, "Very few films on Chinese and Japanese history"; and another stated simply, "A few free films." In contrast, another teacher wrote, "Many films from our media center!" Other citations of sources of films used included: "Rental films"; "From Media Center--Dickinson, N.D."; "NDSU film library"; "from consulates"; "state film library (when funds are available)"; four other listings of the state film library; and "Old films through the school system."

Six of the 33 teachers who listed maps as an available resource added comments. The same person who cited the Media Center in Dickinson quoted above also listed that source as a supplier of maps. Another person specified "supplementary maps." Another underlined the word "maps" for emphasis. Two types of maps were specified by one person each: current news maps and world maps. And one teacher wrote: "Maps and books only."

Magazines were cited by 25 of the respondents, all of whom particularized their listings. One teacher listed "current news magazines." One teacher cited "material from Senior Scholastic magazine"; and another person just listed Senior Scholastic. Similarly, one person wrote, "Junior Scholastic, for example the 3/4/83 issue," while four more people listed simply *Junior Scholastic*. One person noted using *Soviet Life*. Of the major commerical news magazines, *Newsweek* was most often cited, having been listed by seven teachers. *Time* and *U.S. News and World Report* were each listed four times. *National Geographic* was listed by two people.

24 teachers noted having books available. Ten additional comments were provided. One noted use of the books listed in response to a previous question. Two teachers each listed "geography books" and "history books," and one listed "resource history books." Listed books included: "World Almanac (Information Almanac)"; "Soviet Potentials by Cressey for Russia"; and "*Clements* World Book also is used." And one teacher wrote: "Some books (limited)."

Library resources were listed by 22 teachers. Ten clarifying remarks were included: "Refernces"; "Some library resources"; "Our library, has some filmstrips and few books"; "Library books (both fiction and *non*fiction)"; "Library has many materials"; "We have ready access to the public library in Bismarck (30 minutes away)"; "Time-Life Reference Books in Library"; "Many resources periodicals (books) from our library"; "A few library books that are biographical"; and "A few library books."

Of the 12 people who noted some variation on the theme of "not a lot/not much/very few," seven provided comments: "None, with the exception of films from the state library"; "Not to [sic] much"; "None, other than news articles and little information in textbooks"; "Not a great deal other than textbook and National Geographic"; "Very few in the school itself"; "Not much because of our limited budgit [sic] for audio-visuals I have 2 filmstrips"; and "None other than textbooks."

Three comments were supplied in relation to the category of newspapers, which was listed by nine respondents: "Daily Newspapers"; "Newspaper articles"; and "Local and Grand Forks Herald."

Eight people listed "none," one of whom noted simply "budget" as the cause of that situation.

Of the six teachers who listed encyclopedias, one noted that both "the World Book Encyclopedia and the Encyclopedia Britannica are available in our school"; and another teacher noted that encyclopedias were available in the library.

Five teachers listed the generic category "periodical literature"; and an equal number listed the generic category "resource/reference books."

Of the four teachers who listed "college resources, college lectures, teacher workshops, etc.," three had particular comments: "Lots--East Asia work at U of Minn; East Asia workshop at Concordia, etc."; "Lectures at Fargo-Moorhead Colleges"; and "Some lesson ideas obtained from a workshop on global awareness."

Four teachers responded: "Virtually nothing."

Three people listed having atlases available. One noted that they were available in "our library"; another underlined the word "atlas" for emphasis.

Two teachers used foreign embassies and consulates in the United States "to obtain current information."

Also listed by two people each were poster-type materials/ Poster-of-the-Month Club and workbooks.

One teacher noted using "My own references from college." Also listed by one teacher each were: audio-visual aids; cassettes; current events; handouts; globes; photographs and drawings; resource people; state library; and worksheets.

All of these categories are shown on Table 27. Listed with each category are the number of responses noting availability of that particular resource; the percentage of the total 283 responses which that number represents; and a cumulative total of the percentages to and including any given category, moving from top to bottom.

Note the gaps in numbers and percentages between the categories "textbooks" and "filmstrips"; "maps" and "magazines"; "library resources" and "not a lot/not much/very few"; and "atlases" and "information from embassies." Also note that the two most often cited categories, "textbooks" and "filmstrips," account for over one-quarter of all of the responses to this question. Adding the next two categories, "films" and "maps," brings the total to almost half of all of the responses. And adding the "magazines," "books," and "library resources" categories brings the total to almost three-quarters of all of the responses to question number seven.

The general group of categories centered upon books accounts for just over one-third of the total response to this question. The responses for the "textbooks" and "books" categories total 63, or 22.261484%. Adding to this base the responses for the "library resources," "encyclopedias," and

TABLE 27

MATERIALS AVAILABLE

Materials	Number	% Of 283 Total	Cumulative Total %
Textbooks	39	13.780919	13.780919
Filmstrips	35	12.367491	26.14841
Films	33	11.660777	37.809187
Maps	33	11.660777	49.469964
Magazines	25	8.833922	58.303886
Books	24	8.480565	66.784451
Library resources	22	7.773852	74.558303
Not a lot/not much/very few	12	4.240283	78.798586
Newspapers	9	3.180212	81.978798
None	8	2.826855	84.805653
Encyclopedias	6	2.120141	86.925794
Periodical literature	5	1.766784	88.692578
Resource/Refernce Books	5	1.766784	90.459362
College resources, lectures, workshops, etc.	4	1.413428	91.87279
Virtually nothing	4	1.413428	93.286218
Atlases	3	1.060071	94.346289
Information from embassies	2	.706714	95.053003
Poster-type materials	2	.706714	95.759717
Workbooks	2	.706714	96.466431

Table 27 continued on next page

TABLE 27 Continued

Materials	Number	% Of 283 Total	Cumulative Total %
Audio-visual aids	1	.353357	96.819788
Cassettes	1	.353357	97.173145
Current events	1	.353357	97.526502
Handouts	1	.353357	97.879859
Globes	1	.353357	98.233216
Own references from college	1	.353357	98.586573
Photos and drawings	1	.353357	98.93993
Resource people	1	.353357	99.293287
State library	1	.353357	99.646644
Worksheets	1	.353357	100.00
Total	283	100.00	

"resource/reference books" categories brings the total to 96, or 33.922261%.

The general group of audio-visual categories accounts for over one-quarter of the total response. Combining the "filmstrips" and "films" categories yields a composite of 68 responses, or 24.028268% of the total response to the question. Adding to this base the categories "audio-visual aids," "cassettes," "photographs and drawings," "state library," "poster-type materials/Poster-of-the-Month Club," and "information from embassies" brings the total to 76 responses, or 26.855124%.

The combination of maps, atlases, and globes accounts for 37 responses, or 13.074205% of the total response.

The combination of "magazines," "newspapers," "periodical literature," and "current events" produces a total of 40 responses, or 14.134275%.

Adding together the categories "not a lot/not much/very few" and "virtually nothing" yields a total of 16 responses, or 5.653711%. If the category "none" is added as well, the total is 24 responses, or 8.480566% of all of the responses to the question. However, this percentage is actually more meaningful than these numbers indicate because other respondents often list several things (thus accounting for more "responses") while these respondents tend to add nothing to the total.

Besides the responses discussed above, there were six miscellaneous comments: "I have not spent any time compiling this material other than 'Southeast Asia' by Edward Graff and 'Seven Religious Theories' I do not recall the author"; "Whatever V.C.S.C. has I can use. With 35 kids in H. S. we really don't have the funds to spend on many aids. We have a very limited library however the college helps us a lot"; "?"; "Never have investigated . . ."; "Our film budget is very limited"; and "Not enough!"

The responses to question number seven indicate, then, that many teachers have materials about East Asia available to them. These consist primarily of textbooks, filmstrips, films (usually borrowed or rented), maps, magazines, books, and library resources. However, with some exceptions, the overall picture is of limited numbers and types of resources. There are also some teachers who have no materials about East Asia available to them, and others who note having virtually none.

Question Number Eight

With question number eight, the respondents were asked to describe the kinds of materials about East Asia that they would like to have available to them. Again, the question was deliberately open, so as to encourage the respondents to tell what they really would like to have, rather than to prefigure the response by using a checklist.

129 teachers provided responses to this question; 38 did not. One teacher responded with the notation "N/A," and two more marked the space "--." One teacher noted that, "whoever teaches Global Education would be more qualified to comment." The remaining 125 teachers provided a total of 246 listings, comments, and suggestions of such variety that they will not be tabulated for percentage comparisons, etc., as has been done with previously discussed questions, since such tabulations would be virtually meaningless . Rather, these responses will be categorized to the extent possible and discussed in those terms.

The single most desired item, by far, listed by these teachers was "films," identified 48 times. Nine of these 48 teachers called for "more films"; one for "additional films"; and one for a "larger selection of films." Three people wanted "up-to-date" films, three more wanted current or recent films, and another teacher said "better films = up-to-date." One teacher wrote: "16 mm on these subjects would also help in conducting the class." One teacher specified a need for films on culture; one for films on current living conditions; one called for "especially those of a cultural-lifestyle-religious philosophical viewpoint"; and one wants "films on ancient China, Japan, India, Russia from 1800-1917." One teacher cited the need for films "that don't cost a fortune"; and another teacher wants "Free films if at all possible, our Supt. is money conscious."

The second most frequently cited items were "filmstrips," identified by 34 respondents. Many of the comments concerning filmstrips were identical to those about films. Ten teachers called for "more" filmstrips, one for "additional" filmstrips, and one for "a larger selection of" filmstrips. Two teachers noted the need for up-to-date filmstrips. One teacher called for filmstrips on lifestyles. The person who wanted films "of a cultural-lifestyle-religious philosophical viewpoint" wanted filmstrips of the same. Two teachers specifically noted that they wanted "sound filmstrips." One of these wrote: "More sound filmstrips comparing and contrasting their way of life with ours." In contrast with these, one teacher wrote: "Good filmstrip material that is current--I prefer the filmstrips without sound so I can lecture and discuss as we watch them, and also because they are so much cheaper." Another teacher noted: "I have difficulty in finding a filmstrip series on the ancient Chinese; Han, Chin, Shang. Etc."

The third most often listed category, "maps," was noted 20 times. Three of these 20 specified a need for "up-to-date" maps; one for "current, newer" maps; and one for "more historical and current" maps. One teacher called for "map study units"; another for "mapwork"; and a third for "map exercises." One teacher would like "specific maps"; another "outline maps"; and another "better base maps." One teacher wanted maps "of current events." Other subject orientations called for include historical, political, geographic, and economic. And two teachers called for more "current political maps."

The general category "books" was noted 16 times. There was one call each for "more," "up-to-date," and "current" books. One respondent specified "paperbacks." Comments describing the kinds of books desired include: "On lifestyles, economics, government"; "On culture"; "Detailed books devoted to that area only"; "Short History of Japan"; "Short History of China"; "Books dealing with specific countries"; and "more recent Books By Chinese Authors." One teacher wants books "for book-reports." And one teacher noted the need for "'Hands on' type projects for students both individually and as a group. (Book containing teaching strategies.)"

The next most popular category, with 13 responses, is "videotapes." Again, there was one call each for "more," "current," and "up-to-date." One teacher noted a desire for videotape "recordings of television programs dealing with Oriental history--(PBS)." One teacher wrote: "Pertinent videotapes on current material would be nice." And one teacher wrote: "Especially videotapes."

A general category composed of comments noting either "none" or the view that current supplies are adequate includes eight responses. Two teachers wrote "none." One person each wrote "OK," "adequate," and "have enough." One teacher noted, "I don't know when I/we could 'work in' other materials." Another teacher wrote: "We have available most materials that we can use in a six week course." And another person noted: "none for Immediate Future. Next year I will be teaching

U.S. Economics."

Seven respondents listed "slides." One of these called for "slide presentations." One respondent noted a need for slides "of China's cities." One teacher noted that: "I like slides because you can set your own pace and discuss certain prevelent [sic] things to the class." And another teacher called for "More slide series like the U.N.D. one on North Dakota and the World."

Another seven responses were focused upon reading materials other than books, textbooks, or pamphlets. One teacher stated the need for "supplemental reading materials." Another teacher called for reading materials "that reflect peoples' attitudes, perceptions ('slice of life'--situations)." Another teacher listed "Current literature including magazines and newspapers." Another would like "Examples of language (written) since revolution." Another listed "Simple to understand articles and chapters." One teacher wrote of wanting "Pro-Con type articles that help point out why they do what they do as compared to why U.S. wants them to do things our ways." And another teacher called for "Current literature on those countries."

Five teachers listed "textbooks" as materials they would like to have available. One specified a desire for textbooks "in paperback form." One wanted a textbook "that is broken up into sections of study." A third teacher wrote: "Better choice of textbook [sic] to choose from. Most of the texts we have surveyed are geared toward Jr. High and Elementary. Very few new publications for High School use."

Also listed by five teachers was the general category "speakers." The four related comments were: "Political scientists"; "Residents who speak English, in person, on tape, or on videotape"; "Possibly some speakers who have visited those places"; and "Availability of more speakers with current practical life experiences there. They can really tie things together for the kids."

Another category of five responses is made up of four teachers who noted a need for pamphlets (one of whom adds that they should be "up-to-date") and one teacher who called for "short topical booklets."

Forming a fourth category of five responses are the teachers who simply placed a question mark in the space for the response to this question. Apparently these people were unsure what kinds of materials they would like.

Four teachers noted a need for "audio-visual materials." One teacher specified that they should be "up-to-date"; and one wrote that they should be "low level (reading level but looks Junior High or High School)."

Three teachers wrote that they would like to have lesson plans about East Asia available. One of these further stipulated that they should be "short usable lesson plans that can be plugged into existing course work--2-3 day presentations." The other stated the desire for lesson plans "for cultural topics."

Two teaches also stated that they would like to have posters or poster-type materials about East Asia.

One teacher wanted "More historical and current atlases." One teacher each listed: "Historical outlines"; "Newsletter on current events"; "Tapes"; "Handout materials"; "Worksheets that include study questions"; "Discussion guides"; "Transparencies"; "Realia"; "Art exhibits"; "Clothing/textiles"; "Games"; "Various photo aids"; "Masters for work activities"; "Profile of all the countries"; "Statistical information (graphs, climates, etc.)"; "Statistics (recent)"; "Music"; and "Workshops."

The general field of "current events" was also mentioned quite often. "Current events" or "more current events information" was cited by five of the respondents. Related comments include: "Current accounts of conditions and lifestyles"; "Current political leaders"; "Current trends materials"; "More modern and up-to-date information on politics"; "Modern events of East Asia"; "New information"; "Possibly more current events--since so many changes in political activity are taking place there." "Updated materials on current lifestyles and government," and "More updates on economic and industrial policies."

In addition, there were several other comments, suggestions, and requests which were not specifically tied to any particular form or genre of materials. These included: "Materials up-to-date"; "Depth in area"; "Materials to deal with East Asian religions"; "More on political divisions and government organizations"; "Lifestyles"; "Religion"; "Changes due to political unrest"; "More detail of religions and philosophies"; "1. More on China, 2. History of these nations (deeper)"; "More complete government, politics, history of East Asia"; "More on everyday lifestyles and cultural aspects of region"; "Political materials"; "Cultural studies"; "Information about culture, history"; "Current research on cultural change"; "Materials related to cultural behaviors--anthropology"; "Materials related to the music and art of East Asia"; "I prefer hard data and facts to vague cultural/ philosophical essay work"; "Political and economic materials of any kind"; "My problem is finding current material--Much of what I have used this year was made in 60's or early 70's and has become dated"; "Japanese marketplace vs. U.S. marketplace"; "Political structure of China (Red) and the Soviet Union to use in Present-day Problems and citizenship classes"; "Updated materials on culture and social history"; "Military abilities--any form"; "major misunderstanding with Western World"; "I'd like to have some information , pictoral [sic], if possible, about the way ordinary people live under communism in these areas"; "More historical materials on some of the Chinese leaders other than Mao--Chiang Kai-Shek--Chou En-lai--Teng Hsiao-Ping. Material on the new U.S.-China relations--(Normalization of 1979)"; and "Anything would help--but especially videotapes."

In summary, question number eight was an open-ended question which drew a diverse response. Some of the teachers saw no current need for further materials about East Asia. However, most of the teachers did desire more materials, and offered a variety of suggestions. The overriding theme of the responses to the question was the general notion of "current" or "up-to-date." These and similar phrases appeared again and again in listings of virtually every medium. By far the single most desired medium listed by these teachers was "films." The second most often listed medium was "filmstrips." The third most often cited category was "maps." The fourth and fifth most often listed media were "books" and "videotapes." Other recurring listings included the general area of "current events," "slides," various forms of reading materials other than books, "textbooks," "speakers." The respondents also supplied a long list of other desired items, suggestions, and comments, many of which, again, focused upon provision of up-to-date and/or more in-depth information.

Question Number Nine

With question number nine, the respondents were asked to indicate the major reasons why they teach about East Asia. 20 people did not respond to this question. One peson responded "N/A." Among them, the remaining 146 teachers identified reasons for teaching about East Asia 600 times, and supplied assorted comments.

With responses from 107 teachers, or 17.833333% of the total 600 responses to this question, the most often selected reason for teaching about East Asia was the fact that, "Japan is currently an important economic power in the world."

Second most often noted, with 85 responses, or 14.166667% of the total, was, "China has the oldest continuous civilization on earth."

Almost as popular, with 83 responses, or 13.833333% of the total, was, "Hundreds of millions of people live there."

75 respondents, or 12.5% of the total, selected, "U.S. relations with China and Japan have been dynamic, especially since 1941."

"East Asia is a major market, and has potential of becoming a greater market, for North Dakota products" was noted by 57 respondents, or 9.5% of the total. One of these teachers circled the phrase "North Dakota products" and pointed out that "We have a Special Kit on this."

An identical number of respondents, 53, or 8.833333% of the total, selected the sixth and seventh most often noted reasons: "East Asia is a large portion of the land surface of our planet"; and "It interests me."

Only two fewer, 51 respondents, or 8.5% of the total, noted, "I don't know much about it, but wish that I knew more." One of these underlined the last five words of that statement.

31 teachers, or 5.166667% of the total, listed "other" reasons for teaching about East Asia. They listed specific reasons such as: "Individuals need to become acquainted with other areas of the world"; "Because it comes up in the news"; "World is going to end there"; "I served in the armed forces (army)--Spent some time in the Philippine Islands, Manila, after W W II 1946 to 1947--worked as an MP--War Crimes--"; "Student interest"; "As a comparison to our economic system"; "Included in the textbook I use"; "A lot of cultural impact has hit U.S. and all North America from East Asia"; "Our response to Communism around the world"; "Style of life contrasts so dramatically with ours. Students are interested in these contrasts as they compare the richness of their lives with the lives of others"; "We teach Western Hemisphere in Junior High and get into Eastern Hemisphere in 9th"; "It's in the book"; "Soviet Union[']s Communistic type government.

We compared and contrast[ed] it to our own democracy. Also the Bering Strait theory in Indian History"; "Chinese religion and philosophy are important"; "Sensitize Americans to the richness of Eastern Culture; Geo-political issues--China v. U.S.S.R.--China & Hong Kong-Macao--China v. Taiwan as perceived and valued by U.S. political administration"; "As it relates to American History"; "Students are ignorant concerning the past and current history of Asia"; "Regional Geography is a social/ cultural geography course"; "It's required for one thing. It does interest me and China for an example shows what happens in extreme isolationism"; "Religious ideas enter the world political stage"; "I spend time on some of these countries when we come across them in the textbook"; "China and Japan are both world powers"; "They are part of our world--Should have some idea what is going on there"; "World affairs--international relations including trouble spots with respect to Communism"; "History of political and economic conflicts that has existed between East and West for 3 centuries"; "Our students have a limited knowledge of the area"; "Just as it relates to the U.S."; "East Asia has been very much involved in Modern History"; "Because of its significance in world affairs"; and "This is a vital area of the world and we know so little about it--."

The least often selected response was "I know a great deal about it." This was listed by only five respondents, or less than one percent of the total. Moreover, two of these five altered the statement. One of them changed the words "a great deal" to "some things." The other teacher appended the words "but I wish that I knew more" from the statement which followed this one to his statement.

Of the 600 listings supplied by 146 teachers, the selection focusing upon Japan as an economic power garnered almost 18%. Then came a gap of 22 responses to the second most popular response, which noted that China was the oldest continuous civilization. Between them, these two selections accounted for close to one-third of the total. Adding the third most frequently noted choice, centered upon the fact that hundreds of millions of people live in East Asia, brings the total to over 45% of the 600 total. Adding the fourth most often listed choice, focusing upon U.S. relations with China and Japan, brings the total to just over 58% of the total. Then comes another gap of 18 responses down to the 57 listed for the choice focusing upon East Asia as a market for North Dakota products. Adding this one to the total brings it up to slightly more than two-thirds of the 600. Next follow three responses of 53 to 51 each, which bring the total to some 94%. Another gap of 20 responses, down to the 31 varied comments added as "Others" brings the total to over 99%. Thus, leaving out the two smallest categories, some 94% of the responses to this question can be accounted for by listing the responses in order of popularity. Such a list would read: "Japan is currently an important economic power in the world. China has the oldest continuous civilization on earth. Hundreds of millions of people live there. U.S. relations with China and Japan have been dynamic, especially since 1941. East Asia is a major market, and has potential of becoming a greater market, for North Dakota products. It interests me. East Asia is a large portion of the land surface of our planet. I don't know much about it, but I wish I knew more."

Question Number Ten

With this question, the respondents were asked to indicate the major reasons why they do not teach about East Asia. This question had by far the largest number of teachers who did not respond, 88 of them. Another four teachers responded with "N/A," one of whom underlined it for emphasis. These four were, thus, indicating that they do teach about East Asia. The remaining 75 teachers provided a total of 109 responses to the question.

The most frequently selected response, listed by 39 people, or 35.779817% of the 109 total responses, was "I need to know more about East Asia before I would teach about it."

The second most often cited choice, selected by 31 respondents, or 28.440367% of the total, was "I just can't find the time to fit it in with what I already do." One teacher appended the statement "(tough)" to this sentence.

The third most popular response was "Others," listed by 22 respondents, or 20.183486% of the respondents. Two of the respondents wrote simply: "lack of materials." Other comments provided from among these people included: "We do spend time talking about Japan, China, Korea, but a lot of the others we don't much because I don't know much about them either"; "If I find the class is slow or behind I dump Asian and African history. We are a product of the West and students need an identity!"; "Lack of materials, and curriculum for Global Education is in planning stage only"; "I never seem to get to the unit on foreign trade"; "Up to present year ('82-'83) limited by scope of course in 7th"; "Cannot cover as much as I would have liked to"; "Need more background in some areas"; "more emphasis on American History"; "Only small parts of the information applies [sic] to the material we cover"; "Need more materials"; "It is not covered that well in my textbooks"; "Just as it relates to the U.S."; "Classes I teach don't touch on that area"; "The World History class maybe [sic] a more appropriate place to discuss although I would be interested in using it in Present Day Problems"; "I spend most of my time on Western Civilization, although I do incorporate some East Asian history into the curriculum"; "We do not offer any course even close. The aforementioned Geography course--9 week will be our 1st effort in touching on the subject"; "Lack of materials and teaching aids to make the names of people and cities easier to learn"; "Limited time"; "Teach mostly about China, Japan, & Korea since students seem to be able to deal & want to learn more about that part of Asia"; "I do teach about it!"; "I cover it every year"; and "I don't teach as much as I'd like to about East Asia for the reasons that I know so little about it and because I am expected to cover so much other material."

Fourth most often listed was "My fields of interest do not include East Asia." This was cited by 11 respondents, or 10.091743% of the 109 total.

The two least often selected choices were noted only three times each, those three responses being 2.752294% of the total: "I think that learning about East Asia is not necessary for students in North Dakota" and "I don't want to teach about it."

Each of the categories was separated by a gap of from eight to 11 responses, a rather important fact when a total of 109 is involved. Thus, the most popular response, related to needing to know more about East Asia, accounts for more than one-third of all of the responses. Adding to this the second most frequently selected response, focusing upon not being able to find the time to fit it in, brings the total to over 64%. Adding the 22 responses in the "Others" category, some of which were statements that they do, in fact, teach about East Asia, brings the total to 84.40367%. The addition of the 11 people who noted that East Asia is not among their fields of interest brings the total to 94.495413% of the 109. The addition of the three respondents who do not think that learning about East Asia is necessary for North Dakota students brings the total to 97.247707%. The remainder is, of course, accounted for by the three people who flatly state that they don't want to teach about East Asia.

The small number of responses to this question, especially in view of the fact that some of these responses were solely to point out that the teachers do teach about East Asia, was as unexpected as the large number of responses to the previous question. This is further accentuated by the large number of people who did not respond to question number ten.

Another interesting factor of this response is seen in the comparison of those who responded to question number nine, about why they do teach about East Asia, with those who responded to number ten. Only four teachers responded to question number ten who did not also respond to question number nine. One of the remaining 71 respondents answered question number nine with "N/A" and question number ten with "My fields of interest do not include East Asia." That means that 70 of the 75 respondents to question number ten also gave some kind of positive response to the previous question. Thus, the vast majority of the respondents do teach about East Asia, to various degrees and for diverse reasons.

One possible conclusion that can be drawn from this is that, with varying degrees of enthusiasm, the majority of the respondents do teach about East Asia; what they see themselves lacking in is knowledge and understanding of the subject matter and/or time to treat it more adequately. Thus, they seem to be saying that they need more knowledge about East Asia, more time to "fit it in," and, as some also note, more and better materials.

Question Number Eleven

With question number eleven the respondents were asked to indicate how they learned about East Asia. Eight choices plus a category of "other (please specify)" were provided, so as to make reply easy yet still leave it open for those whose experience was not accounted for among the more usual choices.

16 of the teachers did not respond to this question. Thus, 151 teachers provided some positive response to this question. Among these teachers, a total of 414 responses were given.

The most frequently selected response was "books that I have read on my own." This was noted by 104 teachers, and accounted for one quarter of the total 414 responses.

The second most often noted choice, listed by 100 of the 151 respondents and accounting for 24.154589% of the total, was "college course." Two comments were added by respondents to this question: one person preceded the listing with a questionmark, then "college courses" is followed by, "in History classes"; the other teacher appended "in college." Adding together these two most popular responses shows a total of almost half (49.275362%) of the total 414 responses to this question.

The third most popular choice was "current media." It was selected by 92, or 22.222222%, of the respondents. Adding this number to the total of the first two responses brings the grand total to 71.497584% of the 414.

Then comes a gap of 48 responses, down to the 44 responses, or 10.628019% of the total, listed for "public school education." One of these respondents noted: "high school." Adding these responses to those already listed brings the total to 82.125603% of the total 414.

Then comes another gap of 19 responses, down to the 25 responses, or slightly over 6% of the total, noted for "lectures." Adding this to the running total brings it up to 88.16425%.

Sixth most often listed, with 19 responses, or 4.589372% of the total, was "professional journals."

Next most often cited was "workshops," listed by 13 respondents, or 3.140097% of the total. One of these 13 teachers ranked "workshops" as the number one source of information about East Asia. Adding these 13 to the previous listings brings the running total up to just under 96%.

"Travel" was listed only nine times, for 2.173913% of the total 414 responses. Three teachers appended comments: "Especially study in France and Poland"; "I have been to the Phillipines, Guam and Viet-nam"; and "Military tour of duty." Adding these nine responses to the running total brings it up to just over 98%, the remainder, of course, being added in by the following, and last, category.

The eight teachers, comprising 1.932367% of the total, who added responses in the category labeled "other" provided, between them, a dozen sources of information and knowledge: "Staying up on current events"; "Going to school with people from there during college"; "Viet-nam War"; "Friends"; "1. stamp collecting, 2. Asian friends and contacts"; "My daughter's travel and study"; "Having pen-friends from East Asia since my North Dakota days in the '20s-'30s"; "U.S. Army reserve for 31 years"; "Mostly on my own"; "TV"; and "Reading--especially about 'EAST ASIA.'"

One miscellaneous comment was received, as one person opined: "Poor question."

In summary, 151 respondents listed sources of information and knowlege about East Asia, providing a total of 414 responses to the question. Clearly the most popular sources, in order, were "books that I have read on my own," "college courses," and "current media." Assuming that most of these 151 teachers read through all of the choices available to them in response to this question, and assuming that they noted the instruction to "Please check all that apply," the fact that only some 11% of them checked "public school education" seems worth pondering.

Question Number Twelve

With this question, the respondents were asked to list the types of materials that they prefer to use in teaching about East Asia. Again, a list of choices plus an open-ended "other" were provided. And, again, they were asked to check all that apply.

152 teachers provided positive replies to this question. One teacher responded "none." One teacher responded "N/A." 13 people did not respond to question number 12. Between them, the 152 respondents provided 685 listings of materials which they prefer to use plus two miscellaneous comments.

The most frequently selected response was "maps." This was listed by 127 teachers, and accounted for some 18½% of the total 685 responses to this question.

Second most popular of the responses, noted by 122 teachers was "films."

105 responses, or just over 15% of the total, were given for "printed materials (text, units)."

Fourth most often listed, with 90 responses, was "worksheets."

85 teachers listed "filmstrips."

The sixth and seventh most popular categories were listed by 44 teachers each. These were "videotapes" and "slides."

In addition to the 44 teachers who listed "videotapes," one teacher checked it, then scratched the checkmark out and wrote: "I erased this because we do not have a videotape machine in our school."

Of the 44 people who listed "slides (e. g., of foreign countries)," one teacher checked this category twice, but noted other choices with only a single checkmark, and another teacher appended the note "if available."

"Photographic prints" was selected by 35 respondents.

Of the 16 respondents who listed "music (records and tapes)," one appended the comment "(some)."

The comment "some" was also added by one of the 13 teachers who listed "art reproductions."

Four teachers checked the category "other." They specified: "Printed materials with very broad background"; "Simulations/role plays"; "Lectures"; and "Speakers."

These 685 responses are shown in chart form on Table 28. Illustrated for each category are the number of responses, the percentage of the total 685 represented by that number, and a running total of the percentages.

Note that, between them, the two most frequently listed categories, "maps" and "films," account for over one-third of the total 685 responses. Adding the third most popular category, "printed materials," brings the total up to just over half of all of the responses. There is then a gap of 15 responses, down to the 90 for "worksheets," which when added to the 85 for "filmstrips" brings the running total up to over three-quarters of the responses to this question. Then comes a big gap of 41 responses down to the 44 for "videotapes" and for "slides (e. g., of foreign countries)." Smaller gaps then separate each of the remaining categories, most notably the 19 response gap between "photographic prints" and "music (records and tapes)."

Two miscellaneous comments were received in response to this question. One teacher wrote: "Whichever motivates interest on the part of the students." Another teacher preceded the checklist, that is, followed the statement of the question, with this telling comment: "If I had them to use!!"

To paraphrase that teacher's comment, "if they had them to use," teachers responding to this question would seem to prefer materials for teaching about East Asia grouped into the following rough categories: most often cited--maps, films, and printed materials; next most often cited--worksheets and filmstrips; middle group--videotapes and slides; lower middle--photographic prints; low group--music (records and tapes) and art reproductions; least often cited group--"other" (printed materials with a very broad background, simulations/roleplays, lectures, and speakers).

TABLE 28

RESPONSE TO QUESTION NUMBER TWELVE

Category	Number	% Of 685	Cumulative %
Maps	127	18.540146	18.540146
Films	122	17.810219	36.350365
Printed materials	105	15.328467	51.678832
Worksheets	90	13.138686	64.817518
Filmstrips	85	12.408759	77.226277
Videctapes	44	6.423358	83.649635
Slides	44	6.423358	90.072993
Photographic prints	35	5.109489	95.182482
Music	16	2.335766	97.518248
Art reproductions	13	1.89781	99.416058
Other	4	.583942	100.00
	685	100.00	

Question Number Thirteen

With this question, the respondents were asked to state whether or not they have adequate materials related to East Asia available to them. Two variations on "yes," two variations on "no," and "Other (please specify)" categories were supplied for ease of response.

151 teachers responded to this question. The remaining 16 teachers did not reply. Since a few of the teachers checked more than one answer, in all but one of these cases either a "yes" or a "no" plus a response in the space labeled "Other," the 151 teachers supplied a total of 156 responses.

The most often cited response was "No, very few are available, and I'd like more." This was selected by 71 respondents, and represents 45.5% of the total response to the question.

The second most often listed response was "No, several are available, but I'd still like more or better ones." This was noted by 48 teachers, and represents just over 30% of the total. Two of these 48 teachers appended comments to clarify the kinds of improvements that they would like to see. One teacher added the comment "(newer)," the other teacher noted that "'ancient' materials are not available to me."

The third most frequently occurring response was "Other (please specify)." The 15 teachers who checked this category provided a total of 15 specific comments: "I don't really know. The books I have read do not include enough detail about the kinds of knowledge I would like to teach--cultural values and behaviors. I'm not interested in economics and politics or political theory"; "Could really use photographic prints (large size at least 20"x28"), good slides also--to show things like cultural characteristics, physical habitat, level of technology, etc."; "I have not spent enough time on this"; "I think I have an adequate supply but need to coordinate them better with my teaching"; "Probably not--but do we ever?"; "I honestly have not looked into every available source for this subject"; "I'm sure we could use more--especially with the new Global Education classes scheduled to begin next year"; "Especially the economic aspects are not available"; "Do not know--do not teach it"; "?"; "There is a definite need for new materials and better maps"; "Some are available, but updated materials would be desirable"; "Yes, several are available but I'd still like more or better ones"; "For U.S. History, Yes!"' and "I have nothing available."

"Yes, I have an adequate supply and use them" was selected by 12 teachers. These 12 responses represent just under 8% of the total. One of these teachers appended this comment: "I am interested in updating materials and information." Another of these teachers added this amendment: "With the exception of what I mentioned in question 8." Those exceptions included "more films, handout materials, worksheets that include study questions, slides of China's cities, and examples of language (written) since revolution."

Ten teachers listed "Yes, very few are available, but I don't perceive a need for more." These responses comprise just under 6½% of the total response. One of these ten teachers underlined the phrase "I don't perceive a need for more."

The response to question number 13 is illustrated on Table 29. Shown are the number of responses per category, the percentage of the total 156 responses represented by that number, and a running percentage total.

Note the contrast between the total of the "no" responses, i. e., 76.282052%, and the "yes" answers, i. e., 14.102564%.

In summary, 156 responses were received in answer to this question. Over three-quarters of this total was comprised of responses that indicated that adequate materials related to East Asia were not perceived as being available. Some 9.6% of the responses were placed in the "Other (please specify)" category. Slightly over 14% of the responses indicated that adequate materials are perceived as being available.

Clearly, the preponderance of opinion among these teachers is that present materials related to East Asia are inadequate. Most of these teachers perceive a need for more materials, better materials, or both.

TABLE 29

RESPONSE TO QUESTION NUMBER THIRTEEN

Category	Number	% Of 156	Cumulative %
No/few	71	45.512821	45.512821
No/several	48	30.769231	76.282052
Other	15	9.615385	85.897437
Yes/adequate	12	7.692308	93.589745
Yes/few	10	6.410256	100.00
	156	100.00	

Question Number Fourteen

The purpose of this question was to find out more about the kinds of teaching about East Asia that take place in North Dakota secondary schools than could be learned solely by examining the activities of the respondents themselves. The respondents were asked whether or not other educators in their districts teach about East Asia. Check-off spaces were provided for "yes" and "no" responses. The question continued: "If yes, what subjects do they teach?" A list of ten likely subject areas was provided for ease of response, as well as an open-ended "Other (please specify)" category.

17 people did not respond to this question. One person responded "N/A" on both sections of the question. One person

circled the words "your district" in the question and noted, "Does not apply." One person drew an "X" through the question. One person created a new category "____No opinion" and placed a checkmark in that. And one person noted, "Can't answer."

145 responses to this question are divisible into four categories: "yes" - 86; "no" - 29; "don't know" or "?" - 28; and miscellaneous comments - 2.

These are the two miscellaneous comments: "I believe they do"; and "Not much except from Scholastic."

The other 143 responses were distributed as shown on Table 30. The "?" category consists of the responses of the 12 people who placed either one or two questionmarks at the beginning of the question or who placed a question mark near both the "Yes/No" categories and near the listed choices.

TABLE 30

THREE GENEAL RESPONSE CATEGORIES

Category	Number	% Of 143	
Yes	86	60.13986	
No	29	20.27972	
Don't know	16	11.188811	Don't know + ? = 28 - 19.580419%
?	12	8.391608	
	143		

Of the 29 respondents who answered "no" to this question, three supplied commentary or clarification. One teacher crossed out the word "district" in the question and substituted the word "school"; this teacher was from a large school district. The three other comments included: "Unknown"; "Not to my knowledge"; and "Can't really answer what grade school teaches."

That 20.27972% of the respondents to this question answered "no" is a factor of special concern, since such a response seems to imply that they either see themselves as the sole teachers in their districts to do any teaching about East Asia or believe that no one in their district teaches about East Asia.

One means of investigating these possible implications is to note whether, in the responses which they gave to question number one, these teachers identified themselves as teaching about East Asia. Such an investigation reveals that all but two of these 29 people did list one or more courses in response to question number one. One person noted that she may do so, depending on the students' situation, but usually does not. One person did not list any such courses. Thus, if all of these responses are taken literally, the implication is that in at least one state-connected school such teaching occurs irregularly, if at all. Similarly, it implies that in one state-connected school and at least one school in a large district such subject matter is covered by only one teacher per school. Even more telling is the implication that in at least 25 school districts any and all teaching about East Asia is done by only one teacher per district. Even if such situations are not actually the case in each of these instances, such an implication is important.

From among the 16 respondents who answered "don't know" came five comments: "Can't answer"; "Can't be certain"; "Unsure"; "Not sure"; and "Don't know but doubt it. There is no evidence to indicate any knowledge of it."

Three of the 86 respondents who replied "yes" added comments: "In the public school"; "?"; and "I don't know how much."

The 86 respondents who answered "yes" to this question provided 193 listings, distributed as shown on Table 31.

TABLE 31

RESPONSE OF THOSE WHO ANSWERED "YES"

Subject	Number	% of 193
Geography	58	30.051813
World History	58	30.051813
U.S. History	21	10.880829
Civics, Problems of Democracy, etc.	15	7.772021
Literature	11	5.699482
Economics	9	4.663212
Other	9	4.663212
English	4	2.072539
Art	3	1.554404
Home Economics	3	1.554404
Science	2	1.036269
	193	

Note that adding together the responses for "literature" and for "English" produces a total of 15, or 7.772021% of the grand total. This composite category would, thus, be tied with "Civics, Problems of Democracy, etc." and ranked among the five most popular responses.

Note, too, that between them, the two subjects tied for first place among those listed here, geography and world history, account for just over 60% of the total response by these teachers.

One of the 58 respondents who listed "geography" specified "Junior High."

One of the teachers who listed "world history" added the comment: "(--cultures)."

There is then a gap of a full 37 responses down to the 21 listings for "U.S. history." Adding this response to the running total brings it up to 70.984455%.

A gap of seven responses separates "U.S. history" and "Civics, etc." Of the 15 respondents who listed "Civics, Problems of Democracy; etc.," one circled the word "Civics" and another prefaced it with a questionmark. Adding this category to the total of the first three brings the running total to 78.756476%.

A smaller gap, of only four responses, separates the "Civics" and "literature" categories. One of the 11 teachers who listed "literature" preceded it with a question mark. Adding the "literature" response to the running total brings it up to almost 85.5%.

Nine respondents noted each of the next two categories: "economics" and "other." Two of the respondents who listed the category "other" specified "sociology" as the subject area. The other seven listings included: "Contemporary history"; "East Asian Studies"; "Don't know"; "Area studies"; "Junior High Social Studies covers World History and Geography"; "Current Affairs, International Relations"; and "Specific course about East Asia." Adding these responses to the running total brings it up to almost 94%.

A gap of five responses separates that pair from the listings for "English." Of the four respondents who listed "English," one prefaced it with a question mark. Adding the listing for "English" to the running total brings it up to almost 96%.

Three teachers listed each of the subjects "art" and "home economics." One of the three who listed "art" preceded it with a question mark. One of the teachers who listed "home economics" specified: "foods and textiles, lifestyles."

"Science" was listed by two respondents, and accounted for 1.036269% of the total response of those who answered "yes" to the original question.

In summary, some 60% of the respondents indicated that other educators in their districts do teach about East Asia. Of these, 60% of the listed subject areas taught about were accounted for by geography and world history, each noted by 58 respondents. Next most often listed was U.S. history, noted by 21 respondents, and accounting for some 11% of the total. Then followed another pair of subject matter areas with identical numbers of responses. "Civics, Problems of Democracy, etc." and "literature/English" (that is, the listings for "literature" combined with those for "English") each received 15 responses. Between them, these subjects (geography; world history; U.S. history; Civics, etc., and literature/English) accounted for almost 87% of the total. Adding to that base the nine responses each for "economics" and "other" (eight of which were listings of "social studies" subjects) brought the running total up to just short of 96%.

The remainder consisted of three responses each for "art" and "home economics," and two responses for "science."

Thus, since over 85% of the subject areas noted by these teachers fall within the general subject area of "social studies," and the bulk of the listings supplied in response to other questions included in this survey also focus upon subject matter within the social studies rubric, it is clear that the respondents to this survey believe that the vast majority of the teaching about East Asia done in North Dakota is accomplished by social studies teachers, especially teachers of history and geography. The primary subject area outside the social studies noted by the respondents to this part of the question was literature/English, with just under 8% of the response of the teachers who answered the initial question "yes." Also mentioned were art, home economics, and science.

Some 20% of the respondents to question number fourteen did not know whether or not other teachers in their districts teach about East Asia.

The remaining 20% of the respondents noted that other teachers in their districts do not teach about East Asia. An important implication of this response, somewhat clarified by comparison with the responses to question number one, is that in at least some, and perhaps several, of the school districts of the state any teaching about East Asia which takes place is accomplished by no more than one teacher. The possibility is also confimed that in some school districts in North Dakota teaching about East Asia is virtually or totally nonexistent.

Question Number Fifteen

With this question, the teachers were asked to give their opinions as to the amount of attention paid to teaching about East Asia done in their own classes. Spaces were provided for them to indicate whether the amount was: "about right," "too little," "too much," or "other (please specify)."

151 teachers each indicated one of the four categories. Two teachers responded with the notation "N/A." 14 people did not reply to this question.

74 teachers responded that they pay "too little" attention to teaching about East Asia. One of these added the comment: "Just not enough time." Another teacher crossed out the word "your" in the question, and inserted in its place the word "all."

70 teachers responded that the attention they pay to teaching about East Asia is "about right." Two of these appended comments. One noted, "Only in Sociology. I teach: Psychology, Indian History, Sociology, Math." The other teacher wrote: "Could spend a little more time."

Six teachers listed the category "other." Their responses were: "Don't know"; "Due to time frame it is hard to say"; "Don't really know--seems adequate"; "We hit it as part of the outline used during the school. It is not a 'special' study"; "Inadequate, but time is limited and much other material needs to be taught"; and "A little less than 'about right.'"

Only one teacher registered the opinion that (s)he pays "too much" attention to teaching about East Asia.

The figures for the response to question number fifteen are shown on Table 32. Listed for each category is the total number of responses, the percentage of the total 151 responses represented by that number, and a cumulative total.

TABLE 32

RESPONSE TO QUESTION NUMBER FIFTEEN

Category	Number	% of 151	Cumulative %
Too little	74	49.006623	49.006623
About right	70	46.357616	95.364239
Other	6	3.97351	99.337749
Too much	1	.662252	100.00
	151	100.00	

Just over 95% of the respondents indicated that the attention paid to teaching about East Asia in their own classrooms was either "too little" or "about right." The division between these two categories was close: 74 teachers, or 49% listed "too little," 70 teachers, or 46.4% listed "about right." In stark contrast, only one teacher listed the category "too much."

Question Number Sixteen

The format of this question was identical to that of question number fifteen. However, the focus of the response was widened from the teachers' own classrooms to their schools as a whole.

149 teachers provided responses within the four categories provided. One teacher appended the comment: "N/A--the elementary is 4 miles away." 17 people did not reply to this question.

84 teachers, or 56.375839% of the total 149, responded

that "too little" attention is paid to East Asia in their schools. One of these 84 teachers appended the comment, "attention?". Another teacher pointed out: "I teach all the classes relating to the subject."

57 teachers, or 38.255034% of the total, indicated that the amount of attention paid to teaching about East Asia in their schools was "about right."

Seven teachers, or 4.69787% of the total number of respondents, listed the catedgory "other." Their comments included: "Cannot draw conclusion on present data"; "Not sure"; "Unknown to me"; "A little less than 'about right'"; "Inadequate, but time is limited and much other material needs to be taught"; and "I have never heard it discussed."

Again, only one teacher thought that "too much" attention was paid to teaching about East Asia in the school.

These factors are all illustrated on Table 33.

TABLE 33

RESPONSE TO QUESTION NUMBER SIXTEEN

Category	Number	% of 149	Cumulative %
Too little	84	56.375839	56.375839
About right	57	38.255034	94.630873
Other	7	4.697987	99.32886
Too much	1	.671141	100.00
	149	100.00	

As was the case with the previous question, close to 95% of the teachers responded that the amount of attention paid to teaching about East Asia was either "too little" or "about right." However, as the teachers changed their horizons from their own classrooms to the overview of their schools, the gap between these two opinions widened, from a difference of only four responses to one of 27 responses--a sixfold increase; and from a difference of less than three percent of the total to one of more than 18 percent of the total. Such views would be consistent with the observation on question number fourteen that many of these teachers see social studies teachers (in some cases only themselves) as almost the sole purveyors of knowledge about East Asia in the secondary schools.

Again, the view that there is "too much" attention paid to teaching about East Asia remains the distinct minority: a minority of one.

Question Number Seventeen

This question is identical in format to the preceding two questions. However, this time the respondents were asked to provide opinions about the amount of attention paid to teaching about East Asia done in their districts.

139 teachers responded to this question within one of the four categories. Two teachers responded, "N/A." One teacher circled the word "district" in the question and wrote in the margin, "Does not apply." [Reminder: private as well as public schools were included in this survey.] 25 people did not respond to this question.

61 teachers, almost 44% of the 139 total, responded that "too little" attention is paid to teaching about East Asia in their districts.

41 teachers, or about 29.5% of the total, responded that the amount of attention paid to teaching about East Asia in their districts was "about right."

35 teachers, or just over one-quarter of the total, responded with the category "other." One teacher from a small district in the southwestern part of the state responded with a question mark and the comment "Come on now!" Other comments included: "No knowledge available"; "Not sure, it's my first year"; "Can't answer for others"; "No opinion"; "A little less than 'about right'"; "We are a bit isolated from other schools"; and "Hard to tell, but I bet it's similar." The remainder of the replies to this question were variations on the theme of "I don't know."

Two teachers listed the category "too much."

These factors are shown on Table 34.

TABLE 34

RESPONSE TO QUESTION NUMBER SEVENTEEN

Category	Number	% of 139	Cumulative %
Too little	61	43.884892	43.884892
About right	41	29.496403	73.381295
Other	35	25.179856	98.561151
Too much	2	1.438849	100.00
	139	100.00	

Just over 73% of the responses to this question were in the "too little" or "about right" categories. And they remain separated by a gap of 20 responses, or some 14% of the total. However, as the scope was expanded to include the district, the number of responses in the category labeled "other" went up drastically, mostly swelled by responses that the teachers are unsure of the teaching being done elsewhere in their districts. Also, the number of teachers who believe that there is "too much" attention paid to teaching about East Asia doubled, to two.

Question Number Eighteen

The format of this question was precisely the same as that of the previous questions. With this question, however, the teachers were asked to give opinions as to the amount of attention paid to teaching about East Asia in North Dakota.

17 people did not respond to this question.

Two people responded "N/A." The remaining 148 responses are enumerated below.

76 teachers, or just over 51% of the total 148, responded that there is "too little" attention paid to teaching about East Asia in the schools of North Dakota.

44 teachers, or almost 30% of the total, provided responses in the category labeled "other." The comments supplied by these teachers included: "Probably not enough"; "I am unaware of how much total emphasis is put on this subject"; "I do not know about other schools"; "I can't possibly answer that logically vague question"; "A little less than 'about right'"' "Can't answer for others"' "No opinion"; "Don't know what other schools are doing"; "I can't speak for the rest of North Dakota"; "I

really am not aware to what extent Eastern Asia is taught throughout U.S."; "Unaware of other districts"; and "Probably not enough!" The remaining 32 responses in this category were all variations of "I don't know."

28 teachers, or almost 19% of the total, indicated that they thought that the amount of attention paid to teaching about East Asia in North Dakota schools is "about right." One of these prefaced the response with a question mark.

The number of respondents in the "too much" category dropped to zero.

These factors are shown on Table 35.

TABLE 35

RESPONSE TO QUESTION NUMBER EIGHTEEN

Category	Number	% of 148	Cumulative %
Too little	76	51.351351	51.351351
Other	44	29.72973	81.081081
About right	28	18.918919	100.00
Too much	zero	zero	100.00
	148	100.00	

With the geographic expansion of the question to include the state of North Dakota, the number of responses in the category labeled "other" swelled even more, for the first time surpassing the number of responses in the "about right" category. Representing nearly 30% of the total, most of the responses in this category were variations on the "I don't know" theme.

Conversely, the number of responses in the "too much" category shrank to zero.

Some 19% of the respondents opined that the amount of attention paid to teaching about East Asia in the schools of North Dakota is "about right."

Nevertheless, the view that the amount of attention paid to teaching about East Asia in North Dakota is "too little" remained the most frequently selected category. It was noted by just over 51% of the respondents.

Question Number Nineteen

This question read: "If in-serive materials which focus upon global perspectives and teaching about East Asia were available, would you want to use them?" Spaces were provided for three answers: "yes," "no," and "maybe."

154 teachers responded to this question. However, they provided a total of 156 listings. This was because two of the teachers checked both "yes" and "maybe." 13 people did not respond to the question.

"Yes" was the most frequently selected category by far, with 107 resonses. Three of these 107 teachers added clarifying comments: "in our school"; "If good"; and "Definitely."

Second most popular of the responses was "maybe," noted by 42 teachers.

Six teachers responded "no."

One teacher created a new category, which seems to be somewhere between "yes" and "maybe"; i. e., "probably." The word "probably" was circled.

These figures are shown on Table 36. Each of the four responses is listed, accompanied by the number of responses for each, the percentage of the total 156 reponses which that number represents, and a cumulative percentage.

TABLE 36

RESPONSE TO QUESTION NUMBER NINETEEN

Category	Number	% of 156	Cumulative %
Yes	107	68.589744	68.589744
Maybe	42	26.923077	95.512821
No	6	3.846154	99.358975
Probably	1	.641026	100.00
	156	100.00	

The six "no" responses account for 3.846154% of the total. The 150 "yes," "maybe," and "probably" responses account for the remaining 96.153847%, over 70% of which comes from the 107 "yes" responses.

Question Number Twenty

This provided an opportunity for the respondents to add any comments that they wanted to make. 45 of them, or almost 27% of the total 167 respondents, chose to do so.

As may have been expected, given the nature of this questionnaire, several of the comments were focused upon materials used for teaching about East Asia.

One respondent, for example, calls for even more than materials, he wants, "More workshops & handouts & materials--for use in 9-10-11-12th grade classrooms." Still another aspect of what is desired can be seen in this teacher's comment: "We really need the help of groups that could provide materials or themselves to come into the schools and share their knowledge." There are, of course, teachers who would not agree with this desire for materials, let alone other resources. One teacher, for example, noted: "I'm not sure this material would be relevant to the course that I am teaching." However, the vast majority of the responses to this question were not at all of that ilk. Witness, for example, this one: "Since East Asia often contains countries that make so many political changes both in government and foreign policy; it would be nice to have more current materials for classroom use."

A few of the comments focused upon some problems relative to materials about East Asia. For example: "I feel our World History text covers the history of the Far East fairly well and after that the focus is on world conflict. Expense in purchasing supplemental material is a detriment to in-depth study." Another teacher expressed the view that: "I believe traditional history teachers spend the majority of their time on Western Civilization. I also believe most of the materials which are available are also on this topic, after all we didn't open up diplomatic agreement until the 1970's with Communist China." One teacher had this to say about filmstrips: "Filmstrips can be such effective learning aids if they are well produced. Several aids that I utilize now are good, however, they tend to be somewhat biased." Included in this teacher's comments are both his perception of a problem and an idea about how to avoid it: "I think we try to cram too much into the time we have now in teaching Social Studies. If new materials came out that would have certain areas of the world (including East Asia) written or condensed in a better way I'd be interested. It seems they try to throw a Chapter together with religion, cultures, language, governments, topography, etc. and it gets confusing for the students."

Other comments as to what is needed in materials included: "Need some short histories on the countries in EAST ASIA that reveal the practical thinking and endeavors of these people. Most often the materials are too general or too old to be meaningful to students. We need a study on the people and less on the country"; and "Materials must be geared in such a way as to relate to what the students see as their world."

Additional comments about what teachers want included these: "Most of the resources I use have been obtained through other teachers in the area. Some basic reading materials on East Asia would be most helpful for students and teachers alike"; and "I am interested in such material for sociology classes for culture comparisons."

Another important point was made by this teacher: "Funds are low here so mere availability would not help, Free materials would!"

Following up on that point are comments such as these: "If you have access to any free loan films or filmstrips on the region Please let me know"; "I would appreciate more correspondence about available materials and/or help locating them"; and "Any additional materials that could be implemented into my program would be greatly appreciated and widely used."

One teacher's comments were in stark contrast to these. He circled the word "free" in the fourth line of the first paragraph on the first page of the questionnaire and appended the comment, "Nothing is free." His response to question number twenty was: "Who's paying for this? Your [sic] taking time from every social study [sic] department in the state when public education is being threated [sic]. Could you help students?"

"Because East Asia is not of our culture, it is not easy to get people interested in it around here," was a theme struck upon by some teachers. A different perspective on this was stated this way: "Native Americans sometimes have an historical/racial origin interest in East Asia, but it's apparently not widespread among the current N.D. generation." Another person wrote simply: "Students are very hard to motivate when teaching about East Asia." Two other people mentioned that interest is rare: "There probably is little interest in East Asia, except for an occasional aware student who considers economics or those students who see the Red scare in Red China"; and, "I realize the impact of this area,--some students may be interested, but only so much emphasis can be placed on this study." A possibility for increased interest is noted in this quote: "Since we have assigned classes of specific courses it is difficult to cover much of East Asia. However, more emphasis came to light on this topic since the current economy & exports, etc." And another teacher both noted the problem and suggested one possible solution: "I have found a lot of apathy on East Asia, I think more materials would help kids get a better idea of life there."

Some teachers focused upon the problem of time limitations: "I feel this is an important area but not more important than many other areas of study which are taught. I would like to see my World History course split into two divisions so more time could be spent on all areas of concern"; "While I do feel there is not enough emphasis on East Asia in our school, I would say that time is the largest problem with that. There is a limited amount of time with so much else to teach as well"; and "We need to have more time available in the social studies; parent-teacher conferences, sports, other extra-curricular activities, 40 minute periods, 8 period daily schedule, TV, all hurt the understanding of other people. Commitments to parochial issues take precedence."

Further problems were clearly stated by this teacher: "Being the only social studies teacher in the Jr.-Sr. Highschool, I do find it difficult to research topics I am somewhat unfamiliar with since I seem to spend my time preparing for five separate classes. I am also aware of the fact that there are materials presently available about East Asia, but it is extremely difficult to obtain money from the district for purchasing these materials. With my limited knowledge of East Asia and the lack of resources, I often feel frustrated when teaching about this area."

This teacher was not alone in his feelings of frustration due to lack of knowledge about East Asia. Other comments included: "I use what I know about East Asia in W. History and Current Issues in P.D.P. My knowledge is limited"; "I know too little about the subject to know of its value. What I have learned, I have learned by personal knowledge of Chinese and Vietnamese people"; and "I work hard in my World Cultures course to teach about East Asia--obviously it's vitally important! I have a Social Studies Composite (B.S.) and a M.S. in Pol. Sci. & U.S. Hist., but have had very little college training in Asia!"

Some teachers described their own teaching situations, or the teaching situations in their schools or districts; with wide spreads in the treatment of the subject matter at hand: "Will have been successful in changing our scope in the jr. high offerings and will be devoting three 9 wks. periods to the Eastern Hemisphere at the 9th grade level. This will focus on U.S.S.R., China, & Japan"; "Our schedule includes U.S. History (1 year), Law and Justice (9 weeks), Women (9 wks), Depression (9 wks), Holocaust (9 weeks), World Geography (9 wks), U.S. Government (18 wks). Unless we go back to teaching World History or come up with a 9 wk. course our only brief time of study will be in World Geography which will give us a week at most"; "[I teach] 4 sections of Asian Studies per year, which includes 1 six weeks mini course in East Asia"; "We used to do a major unit on East Asia in Regional Geography. They have moved that course to the High School--so we insert what we can squeeze into Systematic (world) Geography, a 1-semester course still taught here"; "Dr. Peterson--East Asian Studies are included in some of the curriculum of our social studies dept. I personally, teach psychology and have no current East Asian units"; "I think the G.F. school district will be adding the course Global Education either next yr. or the year after that"; "I am very interested in teaching Global Education. However, the current situation in Orientation is that the class consists entirely of low achievers and potential drop outs. When 'regular' students are scheduled into the new class we will set up a curriculum and devise a solid approach to the subject. As of now, I merely try to introduce some basic concepts of the world as a whole along with the

Orientation curriculum"; and "I teach one section of World History whereby we spend some time in East Asia and China for Ancient Civilization values and sometime during our Imperialism Chapter. We also bring in current event articles which cover modern-day events and happenings."

Two other teachers wrote about would-be courses: "The only way an adequate study of East Asia can be done is to have a whole Course of Asia in the Modern World"; and "Our World History curriculum is already overloaded with material. It's very difficult to squeeze in anything more. However, I've always been interested in setting up an elective course on China and Japan (nine-weeks course). So anything that you might have that would be appropriate would be helpful."

One person very nicely added, "Sorry it took so long to get this in."

Another teacher wrote: "I feel a workshop on East Asia and the Far East would be well received."

And two teachers provided statements as to their views of the region and the importance of teaching about it. One teacher wrote: "It is my feeling that East Asia is a very important part of the world to be familiar with." The other teacher shared these thoughts: "East Asia has so much to offer us in history and in education, yet we pass it up for Europe. We need to take a long good look at these great nations and civilizations."

Notification

On the last page of the questionnaire, along with expressions of appreciation for having taken the time to complete it, was a place to indicate whether each teacher "would like to be notified of the availabilitiy of in-service or teaching materials about East Asia."

One teacher inserted the word "not" into the statement.

115 teachers, or almost 69% of the total number of respondents to the survey, accepted this offer.

One teacher requested: "Please notify so that I can pass it along." Another wrote: "I'm interested in Japanese education and the Japanese economy. Also am interested in a graduate-level course dealing with East Asia this summer (2-3 credits)." Another teacher requested "Courses related to anthropology--social aspects--or cultural (music, art)."

V. SUMMARY AND CONCLUSIONS

Home of several venerable civilizations and rich cultural heritages, East Asia is an area well worth studying and teaching about. Nevertheless, a tradition of in-depth study of the area has never been developed in the secondary schools of most regions of this country.

However, considerably more education about the region has been done, and many more educational materials developed, since the spectacular economic successes of Japan (and to a lesser extent Taiwan and other countries) in recent years. In addition, the amount of information and numbers of relevant materials has increased dramatically since the normalization of diplomatic relations between the United States and the Peoples' Republic of China. Recently there have also been increased efforts to make people more aware of the trade and other actual and/or possible connections between the nations of East Asia and the state and citizens of North Dakota.

Thus, there is reason to believe that teaching about East Asia has changed in terms of quantity and/or substance, perhaps dramatically, in recent years.

This investigation of current practice in teaching about East Asia in North Dakota was designed to obtain a more accurate picture of the nature of such teaching--e. g., the amount of teaching about East Asia, the kinds of materials used, the perceived needs of the teachers, etc.

The responses to this questionnaire point toward a conclusion that teachers in the secondary schools in North Dakota do, in fact, discuss or teach about East Asia in various of their courses, with lecturing being the most popular teaching style. Social studies teachers believe themselves to be more likely to teach about East Asia than are teachers of other disciplines. The most common subjects of such instruction are the courses in history and geography. China and Japan are more likely to be taught about than any of the other regions of East Asia. These two nations are also, on average, taught about for a longer period of time than the other regions. Even so, a majority of the respondents indicated that they teach about China, Japan, and at least one other region of East Asia. There is also some indication that the amount of teaching about East Asia has increased over the past several years, and that the number of courses including study of East Asia is increasing. However, teaching about East Asia appears to be neither universal nor uniform, and focusing upon that part of the world to any great extent or in great depth seems to be more the exception than the rule.

One probable reason that East Asia is not taught about more extensively or intensively than is currently the case is the perception noted by several of the teachers that their own educations about East Asia are seriously limited. This factor may also contribute to the fact that textbooks, or chapters of textbooks, are the most frequently cited materials utilized to teach about East Asia.

While textbooks were clearly the dominant medium utilized by these teachers, other print media (books other than textbooks, magazines and periodicals, reference materials, etc.) were also cited. Visual media (films, filmstrips, maps, slides, videotapes, etc.) were also popular.

Most of the respondents indicated that present materials related to East Asia are inadequate.

While responses were mixed, with teachers quite often indicating that they do not know much about the teaching which takes place outside their own schools, the preponderance of opinion was that too little attention is paid to teaching about East Asia. And the majority of them would likely be interested in using in-service materials that focus upon global perspectives and teaching about East Asia.

That many of the teachers expressed interest in both classroom and in-service materials related to teaching about East Asia should not be surprising, in view of the fact that a large number of them indicated teaching about East Asia, for a variety of reasons, while, at the same time, often noting a lack of formal education about the area. The sources of information which they tended to cite often pointed to learning done on their own. (In this regard, the fact that, while several teachers noted college courses, lectures, etc., only a small number listed "public school education" is worth pondering.) Thus, they often must rely mostly on information learned on their own, plus, of course, that available in their textbooks.

One possible conclusion that can be drawn from this is that, with varying degrees of enthusiasm, the majority of the respondents do teach about East Asia. What they see themselves as lacking in is knowledge and understanding of the subject matter and/or time to treat it more adequately. Thus, they seem to be saying that they need more knowledge about East Asia, more time to teach about it, and more and better materials to utilize in teaching about it and in learning about it themselves.

These factors suggest some possible approaches to making the lot of the teachers and students better. One obvious way is to improve the textbooks which they use. Since textbooks are so central to much of the teaching about East Asia described by the respondents to this survey, it seems reasonable that improving them would be a direct boon to teachers and students alike. Among the suggestions: more in-depth studies; more chapters dealing with the various topics, rather than trying to include shallow sketches of too many topics in a brief space; more focus on people; more attention to accuracy, and to presenting a true picture of these nations and of their long histories; more attention to presenting meaningful information in ways that are interesting to the students; careful attention to providing the students (and teachers) with concepts that they can utilize to continue to learn about and better understand these nations, peoples, and cultures in the future; approaching the subject matter with a clear notion that the citizens of those nations are people too, and in many ways very much like us, while at the same time clarifying some of the important or unique aspects of their histories, languages, and cultures; and not losing sight of the concept that "different" means "different," not "deficient."

Another key to improving things for teachers and students is helping teachers to know more about and to better understand East Asia. It is a well-known, and no doubt often true, axiom that teachers are more likely to teach about, and more likely to teach effectively about, subjects which they personally understand and appreciate. In contrast, the respondents to this survey, who are likely among those North Dakota teachers most interested in teaching about East Asia, repeatedly bemoaned their lack of education about the area and/or pointed to their inability to fully appreciate it. Moreover, they sometimes stressed the difficulty of promoting student interest in the area. No doubt it is sometimes hard to motivate students or to stimulate their interest in most anything. But it is especially hard to do so when teachers are themselves not particularly interested in, knowledgable about, or convinced of the importance of a given subject area. Teachers who know little of the subjects they teach and, as a consequence, care little about them can quickly convey to students that it's not all that important, but they have to "cover" it anyway because "it's in the book." Besides making the teachers all the more, and the more obviously, reliant on the textbooks, this does not always present a happy or effective teaching-learning situation for the teachers or for the students. Another problem noted by respondents to the survey was that commitment to parochial issues often takes precedence. Here again, ignorance of and consequent indifference to, the subject matter at hand probably plays an important role.

Improved education about East Asia needs to be done in four primary ways: (1) pre-service teacher education, (2) in-service teacher education, (3) workshops, and (4) written materials. At some point in their undergraduate education, teachers, especially social studies teachers, need to have a much more thorough introduction to the cultures of East Asia. Some training in methods of teaching about East Asia would also be helpful. If more extensive coursework cannot be included which deals directly with the area, then at the very least a unit of the social science methods course(s) should center upon East Asian cultures. Even more important than that is the pressing need for more and better in-service teacher education. Teachers who find themselves teaching about this area should be especially interested in this means of improving their understanding of the subject matter. In-service education focused upon key concepts that enable teachers to better appreciate the cultures of East Asia and that, at the same time, enable them to build upon this background in the self-education which many of them indicated that they already do, would be especially useful. Such concepts could also serve as focal points for workshops conducted at various points around the state. Such workshops could be organized not only through the colleges and universities, but through the school districts themselves, or through the state Department of Public Instruction. Similar workshops have been conducted around the state in recent years under the auspices of the University of North Dakota; similar ones should follow. Virtually every major convention or state or regional meeting of teacher organizations such as N.D.E.A., N.D.C.S.S., similar groups for teachers of English, foreign languages, art, music, etc., should include sessions or workshops designed to help teachers improve their own appreciation of and abilities to teach about East Asian cultures.

Similar information should also be made available to teachers, either for their own education or for classroom use or both, in written form. Especially if profusely illustrated, such materials can be used by teachers for self-education at their own pace or in classrooms again and again.

The last point raised above leads to another category of aids needed to make the lot of teachers and students better. Many of the respondents to this survey noted a shortage of and a need for materials for use in their classrooms. Up-to-date classroom materials and teaching aids would, no doubt, be utilized by most of these teachers. In some cases teachers want such materials to replace those which they now use. But in most cases what is needed is a variety of materials that can be utilized to supplement the teaching about East Asia that already takes place. Short written units, maps and other visual aids, films, videotapes, and slide programs could all be developed to supplement existing materials by presenting or clarifying key concepts.

Almost as important as developing or securing such materials is making them readily available to the teachers. Many of the respondents to this survey noted the need for free materials. High quality supplemental classroom materials made available either free or at low cost could be a very important boon to the many teachers in North Dakota who are doing the best they can to teach well about East Asia but who are also faced with a severe shortage of funds with which to improve upon the materials available to them.

In this regard, it should be noted that when problems having to do with materials for teaching about East Asia were cited they tended to center upon lack of funds to obtain such materials and/or a desire for more or better ones. When specifically asked about the kinds of materials they would like to have available, the responses often focused upon the theme of more "current" or "up-to-date" materials. The most often cited single medium, in this case, was films, followed by filmstrips, maps, books, and videotapes.

There can be no doubt that North Dakota teachers do teach about East Asia, or that many of them would greatly appreciate and well utilize the kinds of help described above. Wherever and whenever possible, institutions and agencies that provide funding or other support for such endeavors should do so. The audience is there. The need is there. The money isn't.

Both the amount and the quality of teaching about this important region of our planet seem to be improving. Much progress has been made in recent years, but there is much left undone. To paraphrase a bit of Chinese wisdom from more than 2,500 years ago: "Even a journey of a thousand miles begins with the first step." The first steps have been taken, but the journey must be continued if the benefits which lie at its end are to be realized.

APPENDIX A

(Documents One and Two)

Document One

Dear Fellow Educator;

I am writing to ask you to spend a few minutes of your time to answer the following questionnaire. The data that you provide will be very helpful in a major project to provide North Dakota teachers with free and useful classroom and in-service materials.

Let me thank you in advance for your help. I and other North Dakota educators will appreciate your time and efforts.

The focus of this questionnaire is upon your teaching practices and your opinions about teaching about East Asia. For these purposes, "East Asia" is defined as being comprised of: The Peoples' Republic of China, The Republic of China (Taiwan), Hong Kong, Japan, The Peoples' Republic of Korea, The Republic of Korea, Macao, The Peoples' Republic of Mongolia, those parts of the Russian Soviet Federated Socialist Republic which are east of Novosibirsk, and the five republics of Soviet Central Asia. These have been selected because of historical, cultural, geographic, and political reasons.

Your name ______________________________

Position (e.g., Social Studies Teacher) ______________________________

Name of your school ______________________________

Location of your school ______________________________

1. In which courses, if any (e.g., geography, world history, U. S. history) do you discuss or teach about East Asia?

2. Please rank the following teaching activities in order of the frequency with which you use them when you teach about East Asia; 1 = most often used, 2 = second most often used, etc., to 0 = never used.

____a. lecture
____b. conduct class discussions
____c. show films or videotapes
____d. draw or utilize maps
____e. assign reading
____f. use media other than books, maps, films, or videotapes; please specify ______________________________
____g. other (please specify) ______________________________
____

3. Please indicate any of the following aspects of East Asia about which you teach:

____current events
____physical geography
____cultural geography
____agriculture
____history
____the arts
____science and technology
____religions/philosophies
____everyday life (e.g., cooking)

____economics
____industry
____lifestyles
____politics/political life
____governmental organization
____none
____other (please specify)
____
____

4. What specific materials which deal with East Asia (books, chapters of books, films, filmstrips, videotapes, etc.) do you currently use in your teaching?

5. In what courses do you use the materials described in number 4 above?

6. The regions of East Asia are listed below. In the space to the left of each, please indicate the number of class periods (0,1,2,3,4, etc.) that you spend teaching about each in a given school year.

____The Peoples' Republic of China
____The Republic of China (Taiwan)
____The Crown Colony of Hong Kong
____Japan
____The Peoples' Republic of Korea
____The Republic of Korea
____Macao
____The Peoples' Republic of Mongolia
____The Russian Soviet Federated Socialist Republic east of Novosibirsk
____Soviet Central Asia, i.e., the Kazakh, Kirghiz, Tadzhik, Turkmen, and Uzbek Soviet Socialist Republics

7. What kinds of materials about East Asia are readily available to you? Please be as specific as you can.

8. What kinds of materials about East Asia would you like to have available? Please be as specific as you can.

9. Please indicate the major reasons why you teach about East Asia (check all that apply):

____Hundreds of millions of people live there.
____Japan is currently an important economic power in the world.
____China has the oldest continuous civilization on earth.
____East Asia is a large portion of the land surface of our planet.
____East Asia is a major market, and has potential of becoming a greater market, for North Dakota products.
____U. S. relations with China and Japan have been dynamic, especially since 1941.
____It interests me.
____I know a great deal about it.
____I don't know much about it, but wish that I knew more.
____Others (please specify) ________________________________
____
____

10. Please indicate the major reasons why you do not teach about East Asia (check all that apply):

____I need to know more about East Asia before I would teach about it.
____My fields of interest do not include East Asia.
____I think that learning about East Asia is not necessary for students in North Dakota.
____I just can't find the time to fit it in with what I already do.
____I don't want to teach about it.
____Others (please specify) ________________________________
____
____

11. How did you learn about East Asia? (Please check all that apply.)

____books that I've read on my own
____workshops
____current media
____college courses
____public school education
____professional journals
____lectures
____travel
____other (please specify) ____
____

12. What types of materials do you prefer to use in teaching about East Asia? (Please check all that apply.)

____maps
____films
____worksheets
____film strips
____videotapes
____slides (e.g., of foreign countries)
____music (records and tapes)
____printed materials (text, units)
____art reproductions
____photographic prints
____ other (please specify) ____
____
____

13. Do you feel that you have adequate materials related to East Asia available to you?

____Yes, I have an adequate supply and use them.
____Yes, very few are available, but I don't perceive a need for more.
____No, several are available, but I'd still like more or better ones.
____No, very few are available, and I'd like more.
____Other (please specify) ________________________________
____

14. Do other educators in your district teach about East Asia?

____Yes ____No

If yes, what subjects do they teach?

____World History
____Art
____Home Economics
____Literature
____Science
____English

____Geography
____U. S. History
____Economics
____Civics; Problems of Democracy; etc.
____Other (please specify) ____________
____

15. In your opinion, the amount of attention paid to teaching about East Asia in your classes is:

____about right.
____too little.
____too much.
____other (please specify) ____.

16. In your opinion, the amount of attention paid to teaching about East Asia in your school is:

____about right.
____too little.
____too much.
____other (please specify) ____.

17. In your opinion, the amount of attention paid to teaching about East Asia in your district is:

____about right.
____too little.
____too much.
____other (please specify) ____.

18. In your opinion, the amount of attention paid to teaching about East Asia in North Dakota is:

____about right.
____too little.
____too much.
____other (please specify) ____.

19. If in-service materials which focus upon global perspectives and teaching about East Asia were available, would you want to use them?

____Yes
____No
____Maybe

20. Please add any comments that you would like to make. They will be greatly appreciated.

Thank you so very much for taking the time to complete this questionnaire.

If you would like to be notified of the availability of in-service or teaching materials about East Asia, please check here ____ and indicate your mailing address:

Please mail your responses to:

Dr. Fredrick E. Peterson
Center for Teaching and Learning
The University of North Dakota
P. O. Box 8158, University Station
Grand Forks, North Dakota
58202

THANKS AGAIN!!

Document Two

Dear Fellow Educator;

Some time ago you received a questionnaire like this one. Realizing full well how busy and hectic the last few weeks of the school year are, I am not surprised that you have not been able to find time to respond to it yet. Nevertheless, since the requested information will be helpful to many educators and students, I am writing again to request that you take a few minutes from your busy schedule to answer these questions.

Thank you for your time and efforts. I value your opinions and appreciate the information which you supply.

Sincerely yours,

APPENDIX B

(Distribution of the Response)

To facilitate anyalysis of this broad distribution of questionnaires, the state has been divided into ten geographical regions. These are illustrated in Map 2, which also shows the ditribution of questionnaires by county.

That the total response, or lack thereof, was distributed all around the state is is further illustrated in Maps 3 to 6.

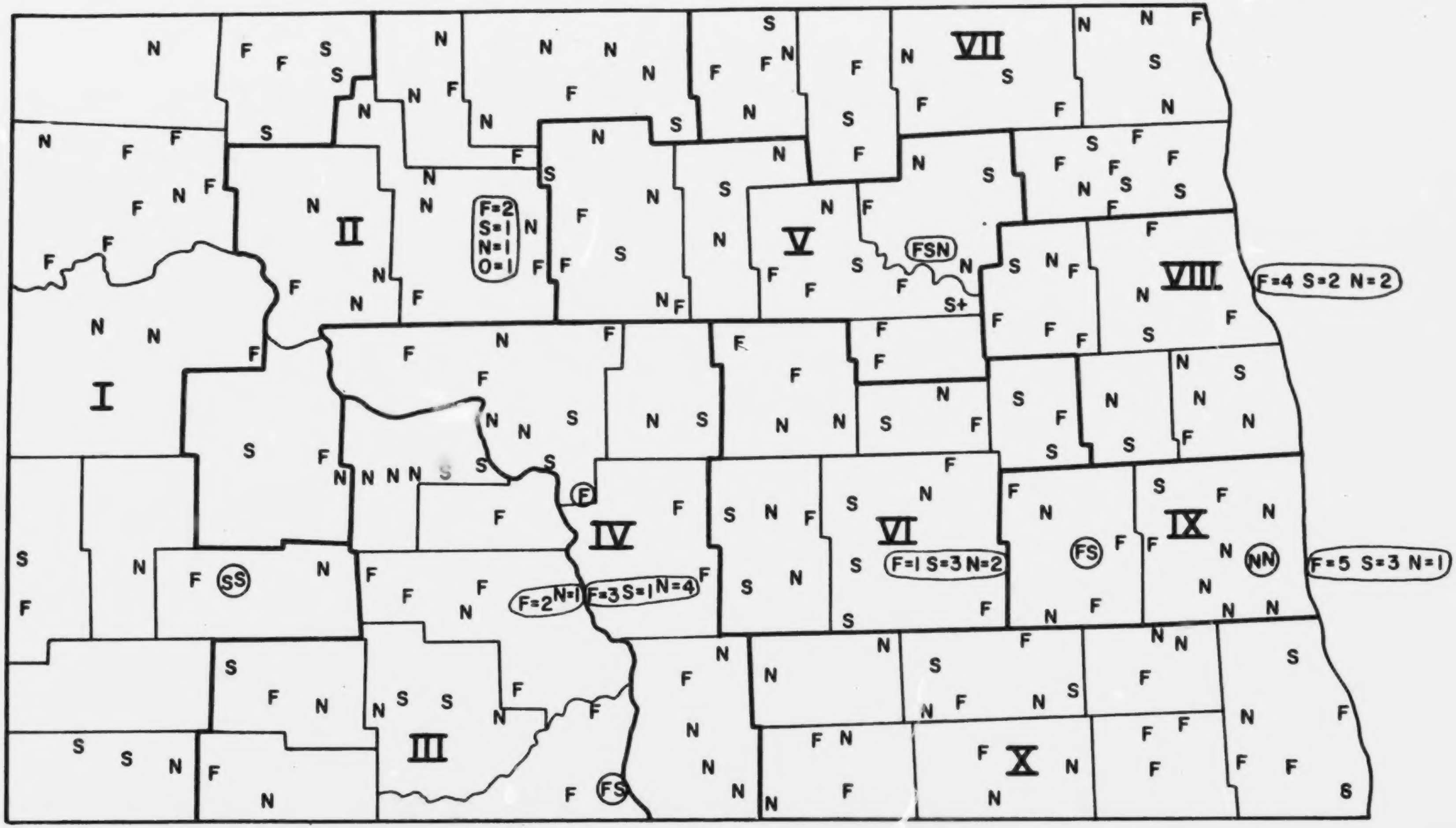
Map 3 shows the distribution of the response to the first mailing. Note that, although the numbers are, of course, smaller, the distribution of responses illustrated in this map is very similar to the distribution of questionnaires illustrated in Map 1 (page ten).

The response to the second mailing is illustrated in Map 4. Again, the response is scattered across the whole state.

The total response, illustrated in Map 5, is even more strikingly similar to the distribution illustrated in Map 1.

Those sites from which no response was recieved are shown in Map 6. The distribution on this map is noticably less similar to that on Map 1 than was true of the maps illustrating sites from which response to the questionnaires was received. Some sections of the north-central, northwestern, south-central, and southeastern parts of the state appear to have a greater ratio of non-response, while parts of the eastern third and of the western half of the state appear to have a proportionately greater ratio of response. Nevertheless, even the distribution illustrated in Map 6 is a statewide distribution.

MAP 2


I
II
III
IV
V
VI
VII
VIII
IX
X
F=2 S=1 N=1 O=1
FSN
S+
F=4 S=2 N=2
F=2 N=1
F=3 S=1 N=4
F=1 S=3 N=2
F=5 S=3 N=1
SS
FS
NN

TEN REGIONS

F = Response to first mailing

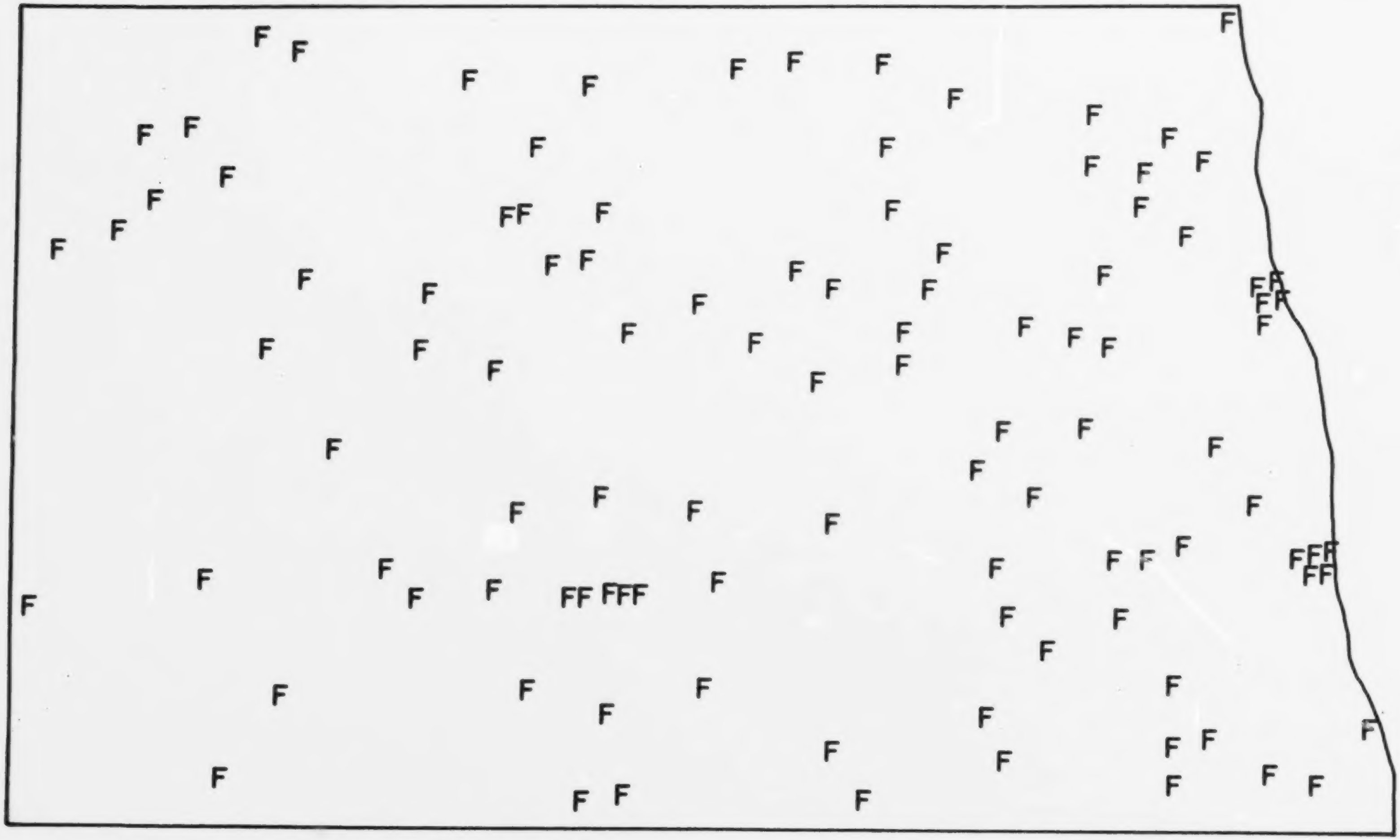
S = Response to second mailing

S+ = Response to first mailing not received, response to second mailing received

N = No response

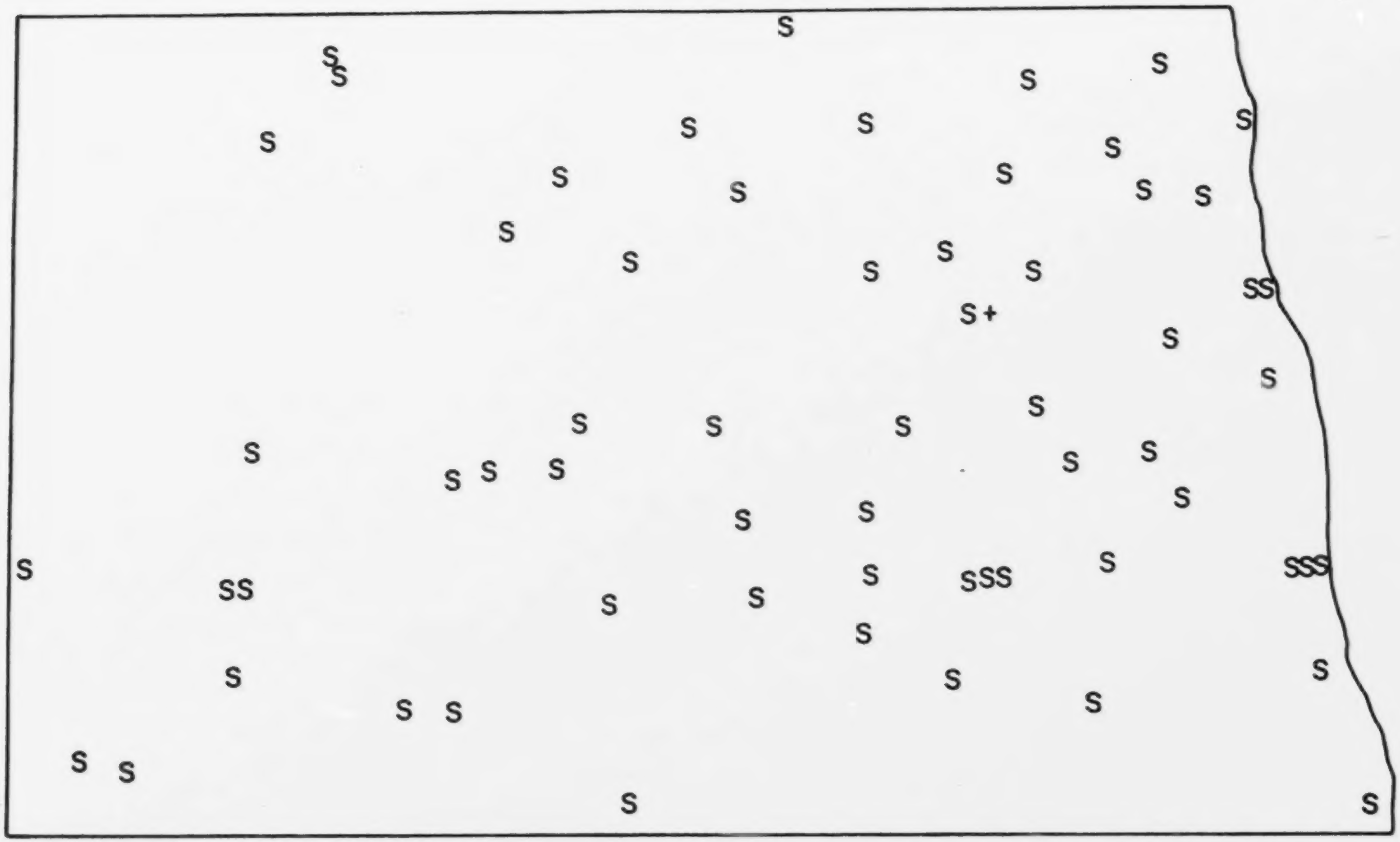
O = Not deliverable

MAP 3



RESPONSE TO THE FIRST MAILING

MAP 4


S
S
S
S
S
S
S
S
S
S
S
S
S
S
S
S
S
S
S
S
S+
SS
S
S
S
S
S
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S
S
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S
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SS
SSS
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SSS
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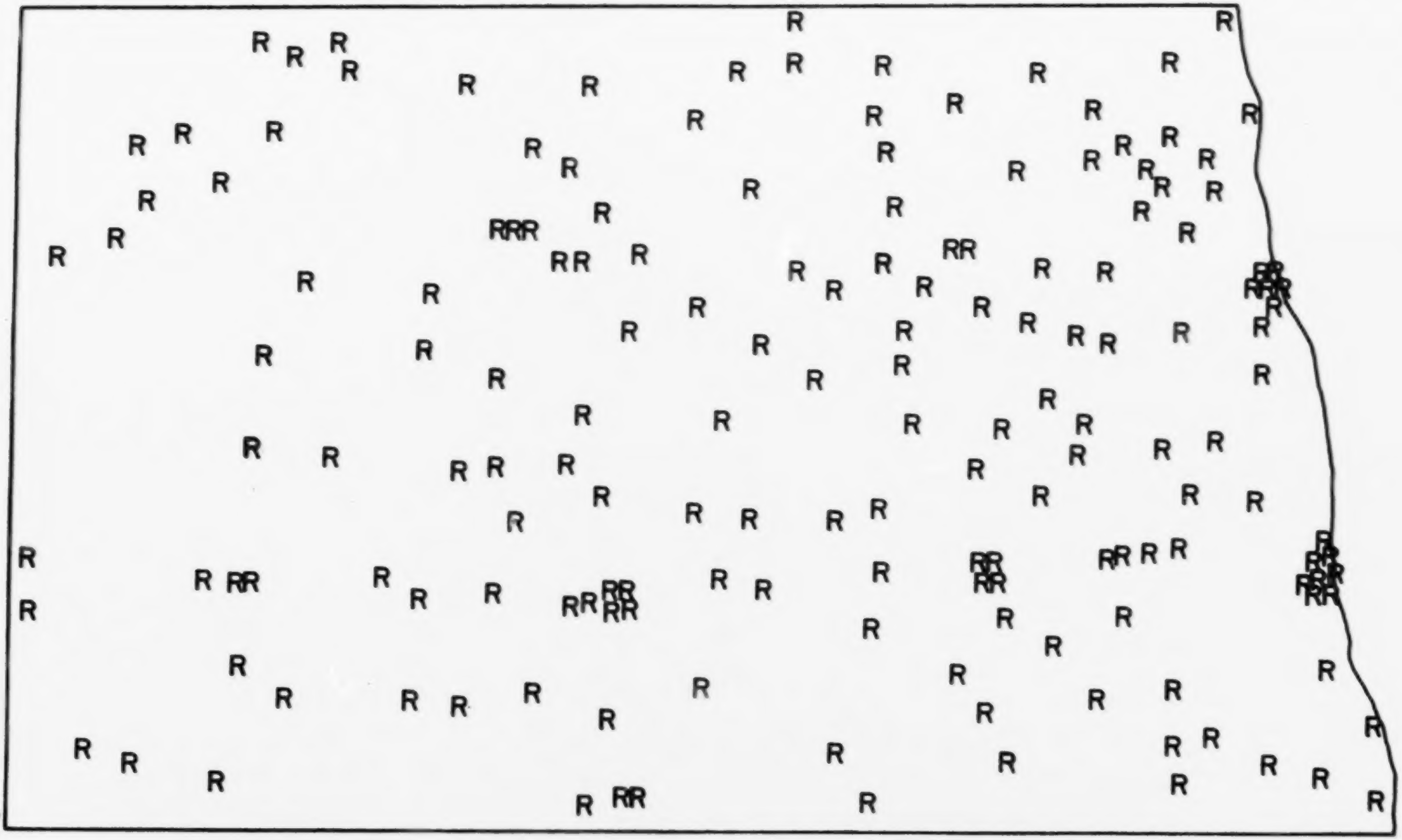
S

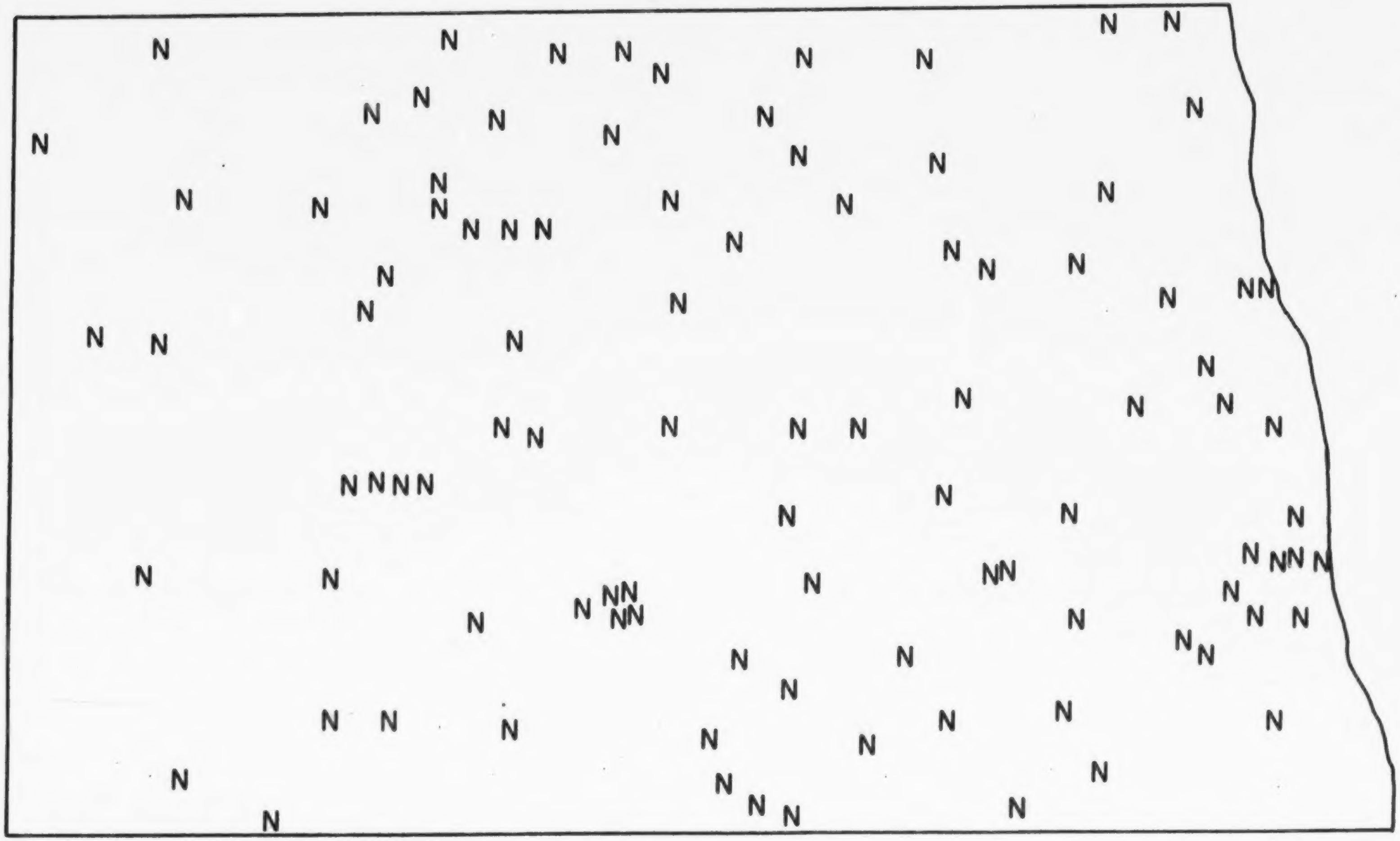
RESPONSE TO THE SECOND MAILING

MAP 5



TOTAL RESPONSE

MAP 6



NO RESPONSE TO EITHER MAILING

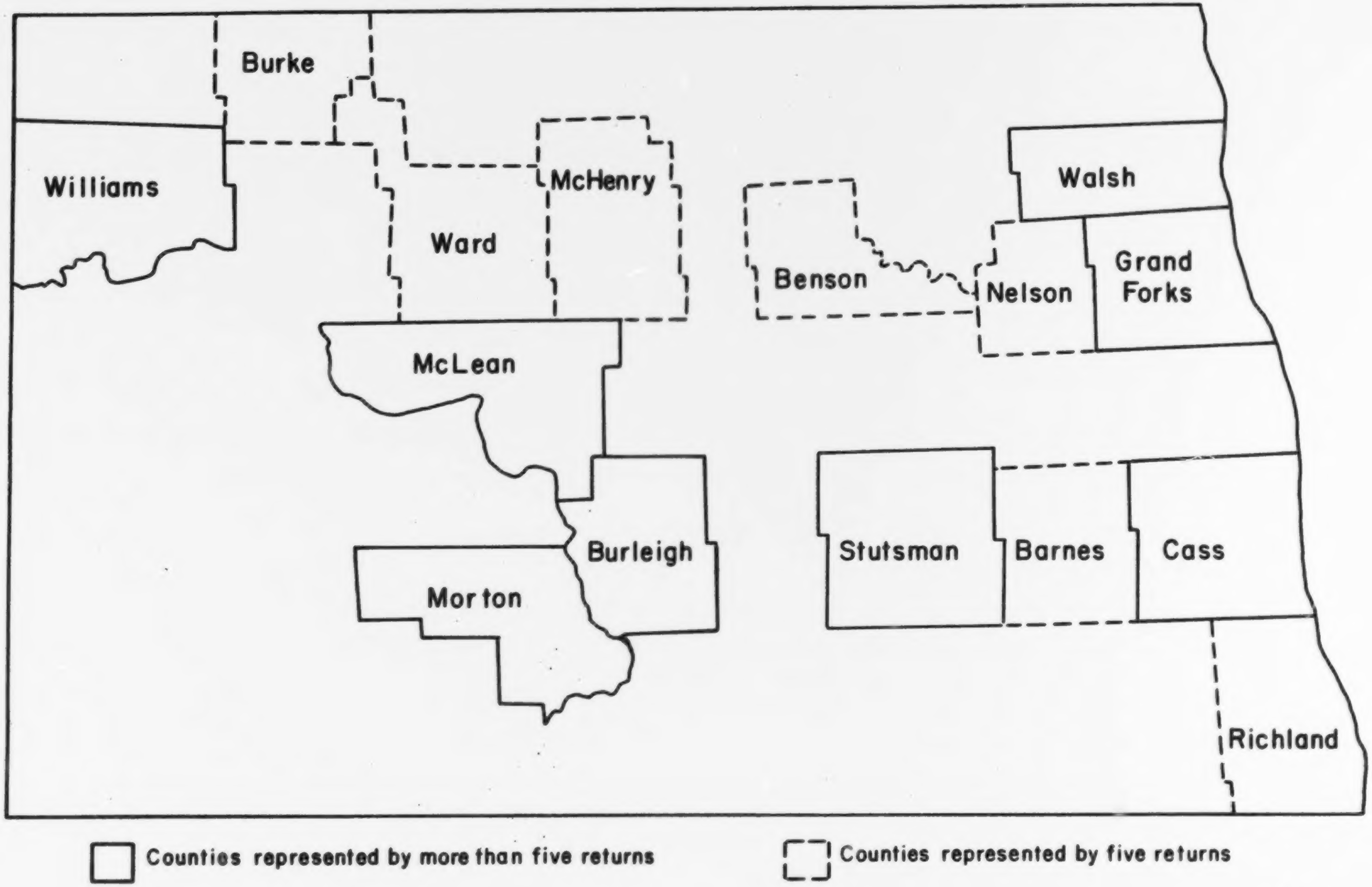
The breadth of distribution of response throughout the state is further illustrated in Map 7, on which is shown the 15 counties from which five or more questionnaires were returned. They range from Williams County in the west to Walsh County in the east, and from Burke County on the border with Saskatchewan to Richland County on the border with South Dakota. Counties in the western, central, and eastern thirds fo the state are represented.

Since many of the counties of North Dakota do not have large enough populations to have as many names included on the state Department of Public Instruction list as some of the counties shown on Map 7, the picture of the breadth of return is completed by examining Map 8, which shows the counties from which there was a return from at least two-thirds of the sites to which questionnaires were sent. 25 counties plus the cities of Fargo and Minot are represented on Map 8. These are located in the eastern third and the western half of the state, leaving a blank strip down the center.

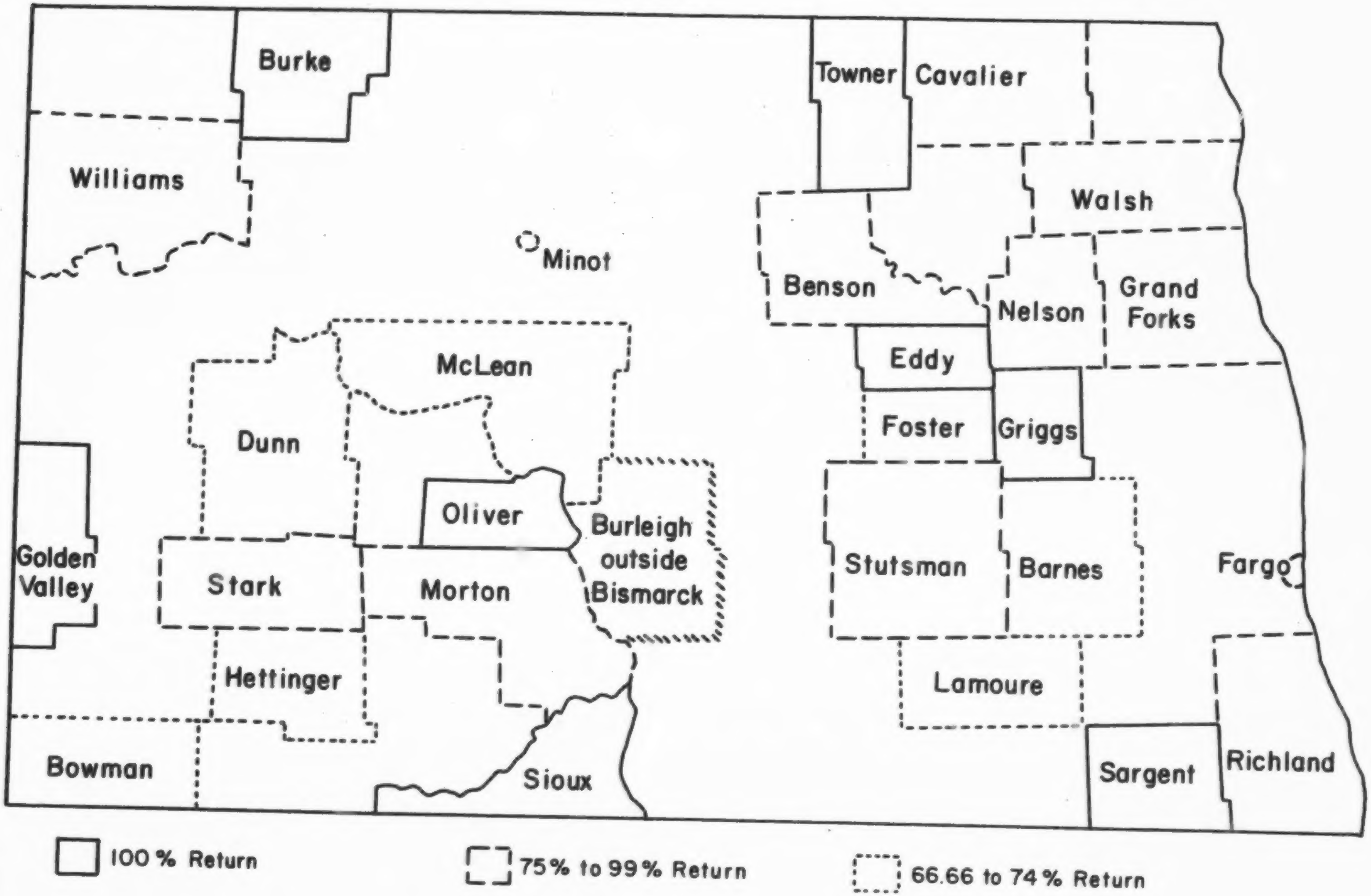
A total of 29 counties are represented on either or both of Maps 7 and 8. Between them, they underline the fact that the response to the survey was statewide.

The single county from which the largest number of responses was received was Cass County, with a total of 11. However, since questionnaires were sent to a total of 19 sites in Cass County, this respresents only about a 58% return. It is interesting to note that eight of these 11 responses were

MAP 7


Burke
Williams
McHenry
Ward
Benson
Walsh
Nelson
Grand Forks
McLean
Burleigh
Morton
Stutsman
Barnes
Cass
Richland
Counties represented by more than five returns
Counties represented by five returns

MAP 8


Burke
Towner
Cavalier
Williams
Walsh
Minot
Benson
Nelson
Grand Forks
McLean
Eddy
Dunn
Foster
Griggs
Oliver
Burleigh outside Bismarck
Golden Valley
Stark
Morton
Stutsman
Barnes
Fargo
Hettinger
Lamoure
Bowman
Sioux
Sargent
Richland
100 % Return
75% to 99% Return
66.66 to 74 % Return

from Fargo. Of the nine sites in Fargo to which questionnaires were sent, responses were received from all but one. Conversely, of the ten sites in Cass County outside Fargo, including two in West Fargo, responses to the questionnaire were received from only three.

A similar situation occurred for Ward county. The response from Minot was 75% of the deliverable responses. In contrast, questionnaires were returned from only two of the seven sites in Ward County outside Minot. The pattern of city versus country response in Burleigh County was the opposite of that in Cass County and Ward County; i. e., all four sites from which no response was received were located in Bismarck.

In all, questionnaires were returned from four or more sites in each of 18 counties. This was a return of 108 questionnaires from a total of 153 sites, or 70.588235%; this despite the fact that fewer than half of the possible number of returns was received from Ward County and fewer than 60% from Cass County.

Questionnaires were returned from two-thirds or more of the sites to which they were sent in 25 counties, as illustrated in Map 8. These percentages are presented in tabular form as Table 37. In addition to the counties shown on Table 37, returns were 100% from Burleigh County outside Bismarck, 88.88% from Fargo, and 75% from Minot.

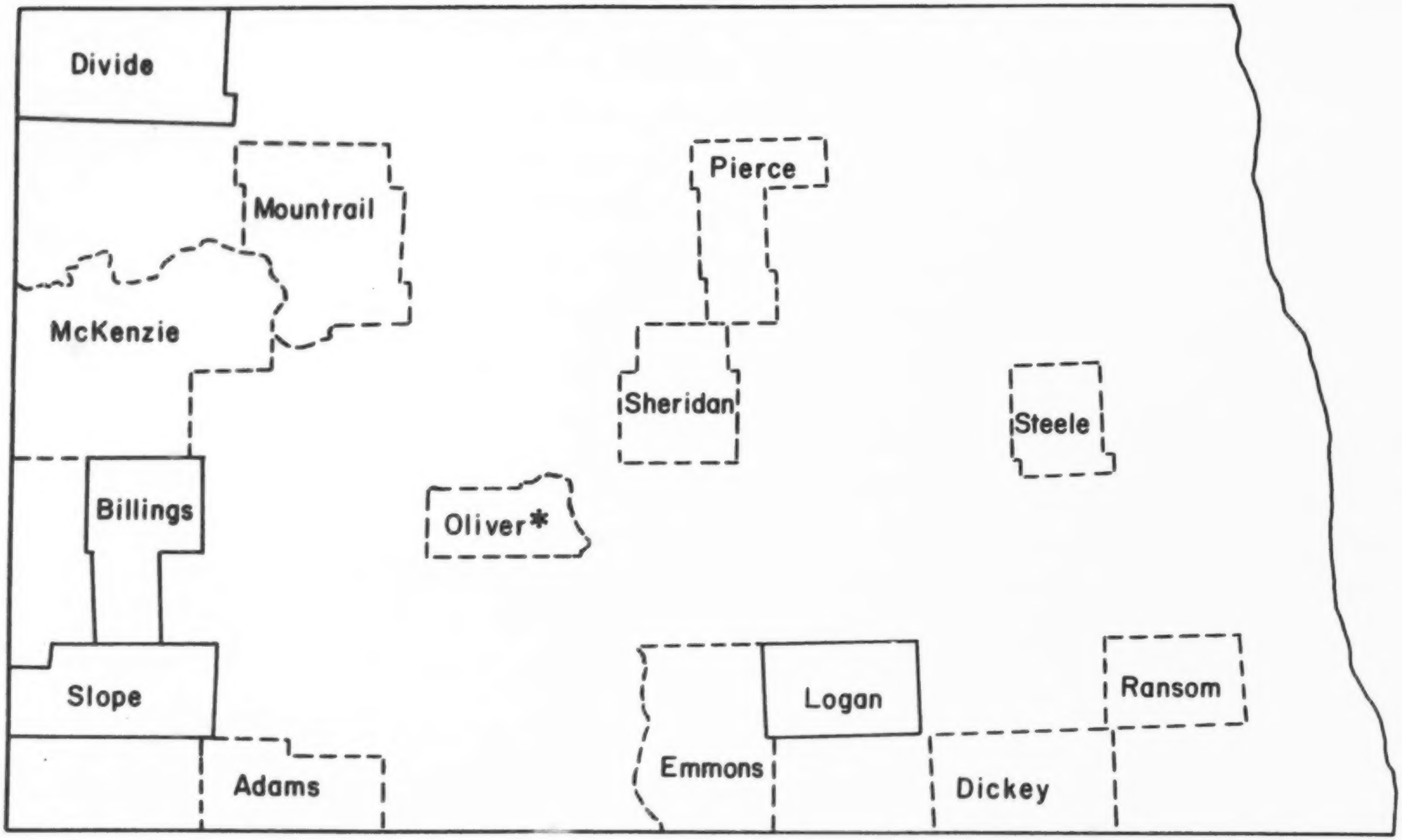
Despite the fact that the overall response to the survey was very good, as indicated above, there were certain spots in the state that were not so broadly represented. The four counties not represented in this study and the ten counties represented by only one response are indicated on Map 9. The small numbers represented on Map 9 are most often reflective

TABLE 37

PERCENTAGE OF RETURN FROM 25 COUNTIES

County and Percentage	Responses	Nonresponses
100%		
Burke	5	0
Sioux	4	0
Sargent	3	0
Towner	3	0
Griggs	3	0
Eddy	2	0
Golden Valley	2	0
Oliver	1	0
8 counties Total 23 of 23 requests (100%)		
88.88%		
Walsh	8	1
9 counties Total 31 of 32 requests (96.875%)		
83.33%		
Nelson	5	1
Benson	5	1
Richland	5	1
12 counties Total 46 of 50 requests (92%)		
75%		
Grand Forks	9	3
Stutsman	9	3
Morton	6	2
Williams	6	2
Cavalier	3	1
Stark	3	1
18 counties Total 82 of 98 requests (83.673469%)		
71.43%		
Barnes	5	2
19 counties Total 87 of 105 requests (82.857143%)		
66.66%		
McLean	6	3
Lamoure	4	2
Dunn	2	1
Foster	2	1
Hettinger	2	1
Bowman	2	1
25 counties Total 105 of 132 requests (79.545455%)		

MAP 9


Divide
Mountrail
Pierce
McKenzie
Sheridan
Steele
Billings
Oliver*
Slope
Logan
Ransom
Adams
Emmons
Dickey

☐ Counties not represented; Slope because no questionnaires sent, others because none returned

⬚ Counties from which only one response was received
*Oliver-response was 100% because only one request was made

of a small county population. For example, Slope County is not represented in the survey because no questionnaires were sent to that county, since no address in Slope County was included in the North Dakota Department of Public Instruction mailing list. Oliver County is represented by only one response, but this represents a 100% return, since only one questionnaire was sent to that county.

An examination of percentages rather than numbers of returns reveals a somewhat different picture. The counties from which questionnaires were returned from one-third or fewer of the sites to which they were mailed are depicted on Map 10. A total of ten counties plus parts of two others appear on this map. Note that they are concentrated in the northwest corner of the state (with the notable exceptions of Burke, Williams, and McHenry Counties) and in parts of the southeast section of the state.

The percentages presented on Map 10 are reflected in tabular form on Table 38. Note that an average of one-quarter of the possible number of responses were received from even those counties with the smallest percentage of returns. Also, responses were received from at least 25% of the sites to which questionnaires were sent in all but only four counties included in the survey.

The nature of the distribution of the response to the survey can be further clarified by examining the various categories in the ten regions into which the state has been divided. These are represented on Map 11.

MAP 10

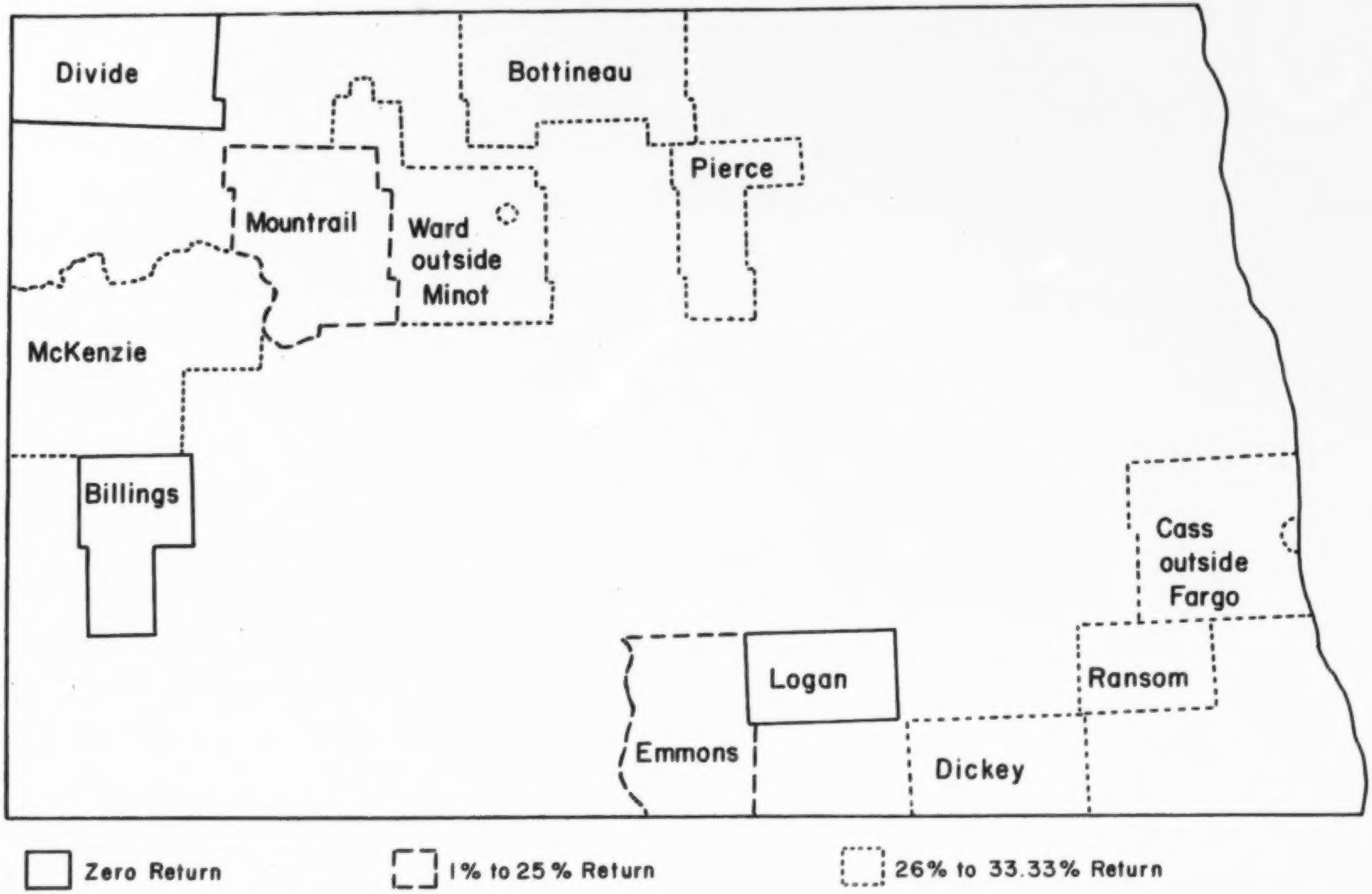

Divide
Bottineau
Pierce
Mountrail
Ward outside Minot
McKenzie
Billings
Cass outside Fargo
Logan
Ransom
Emmons
Dickey
Zero Return
1% to 25 % Return
26% to 33.33% Return

TABLE 38

COUNTIES WITH LOWEST PERCENTAGE OF RETURNS

County and Percentage	Responses	Nonresponses
Zero		
Logan	0	2
Billings	0	1
Divide	0	1
20%		
Emmons	1	4
25%		
Mountrail	1	3
33.33%		
Bottineau	2	4
Dickey	1	2
McKenzie	1	2
Pierce	1	2
Ransom	1	2

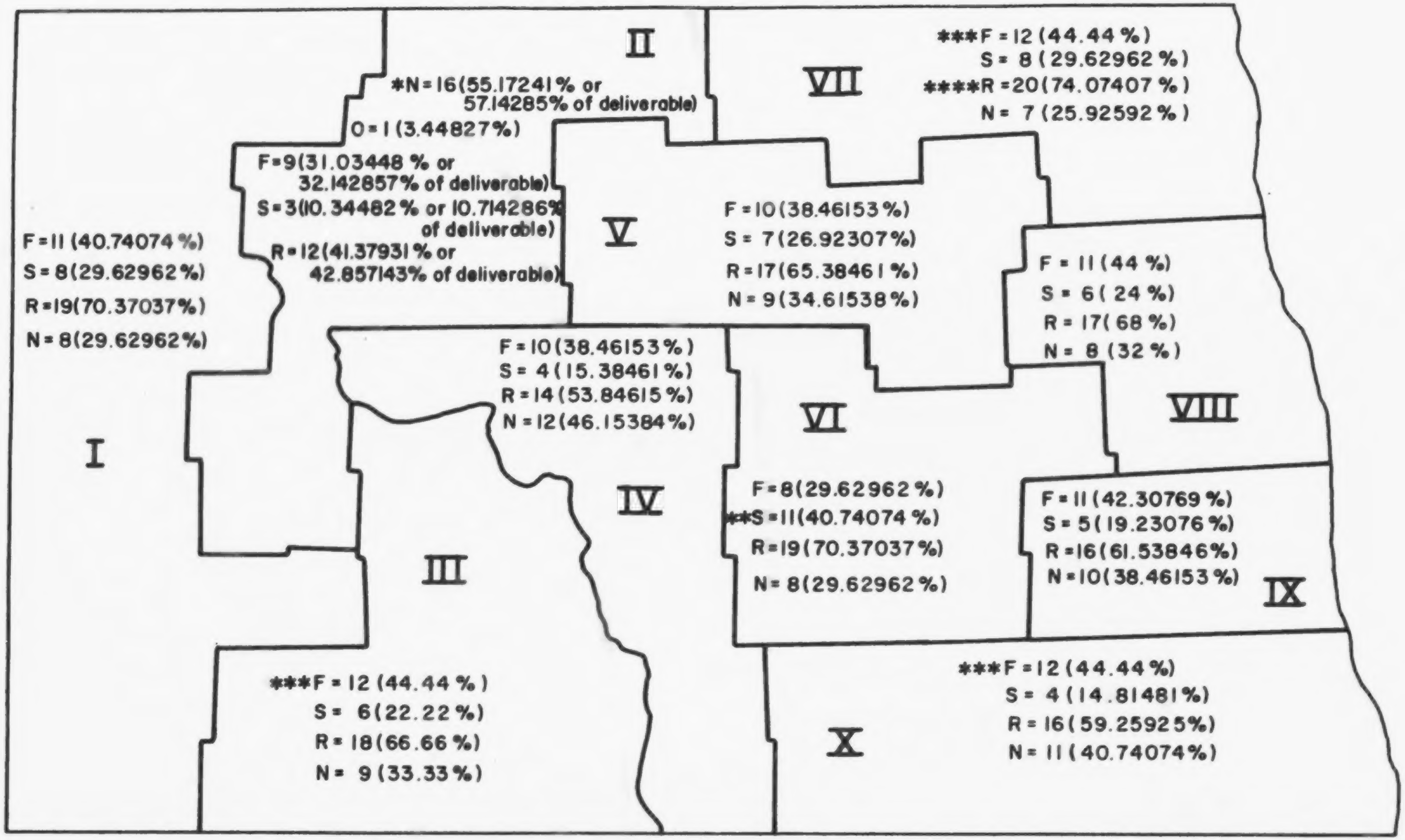
From a total of 31 requests, Responses = 8, while Nonresponses = 23, yielding an average response of 25.806452%

To which may be added:

County and Percentage	Responses	Nonresponses
28.571429%		
Ward, outside Minot	2	5
30%		
Cass, outside Fargo	3	7

Bringing the total to 35 requests from which Responses = 13 and Nonresponses = 35, yielding an average response of 27.083333%.

MAP II


I
F=11 (40.74074 %)
S=8(29.62962%)
R=19(70.37037%)
N=8(29.62962%)
II
*N=16(55.17241% or 57.14285% of deliverable)
O=1(3.44827%)
F=9(31.03448 % or 32.142857% of deliverable)
S=3(10.34482 % or 10.714286% of deliverable)
R=12(41.37931 % or 42.857143% of deliverable)
III
***F = 12 (44.44 %)
S = 6(22.22 %)
R = 18(66.66 %)
N = 9 (33.33 %)
IV
F=10(38.46153%)
S= 4(15.38461%)
R=14(53.84615%)
N=12(46.15384%)
V
F=10(38.46153%)
S= 7(26.92307%)
R=17(65.38461 %)
N=9(34.61538%)
VI
F=8(29.62962 %)
**S=11(40.74074 %)
R=19(70.37037%)
N=8(29.62962 %)
VII
***F = 12 (44.44 %)
S = 8 (29.62962 %)
****R =20(74.07407 %)
N = 7 (25.92592 %)
VIII
F = 11 (44 %)
S = 6 (24 %)
R = 17(68 %)
N = 8 (32 %)
IX
F = 11 (42.30769 %)
S = 5(19.23076 %)
R =16(61.53846%)
N =10(38.46153 %)
X
***F =12 (44.44%)
S = 4 (14.81481%)
R = 16(59.25925%)
N = 11 (40.74074%)

TOTAL = 266
(Plus one undeliverable)

F = 106 (39.849624%)
S = 62 (23.308271 %)
R = 168 (63.157895%)
N = 98 (36.842105%)

*** Highest number and percentage of "F" - III, VII, and X
** Highest number and percentage of "S" - VI
**** Highest number and percentage of "R" - VII
* Highest number and percentage of "N" - II

Examination of the distribution of the response to the first mailing by region reveals that in six regions (III, VII, X, VIII, IX, and I) the response was between 40.74 and 44.44 percent; while the lowest percentage of "F" was about 30%, that from region VI. These factors are illustrated in Table 39.

TABLE 39

PERCENTAGE DISTRIBUTION OF FIRST MAILING BY REGION

Region	Percentage
III	44.44
VII	44.44
X	44.44
VIII	44
IX	42.30769
I	40.74074
[Average - 39.849625]	
IV	38.46153
V	38.46153
II	32.142857
VI	29.62962

Fully one-third of the total number of responses to the first mailing came from the three regions which supplied 12 responses each. These were regions III, VII, and X. Regions I, VIII, and IX, with 11 responses each, supplied almost another third. The remaining response came from the other four regions. These factors are illustrated in Table 40. Note that at least eight responses were received from each region.

TABLE 40

NUMERICAL DISTRIBUTION OF FIRST MAILING BY REGION

Region	Number	Percentage of Total First Mailing
III	12	11.320755
VII	12	11.320755
X	12	11.320755
I	11	10.377358
VIII	11	10.377358
IX	11	10.377358
IV	10	9.433962
V	10	9.433962
II	9	8.490566
VI	8	7.54717

The range of both the percentage and the numerical response to the second mailing was far greater than that of the first mailing. The range of percentages of the second mailing, which is double that of the first mailing, is illustrated on Table 41. Note, that most of this increased range is accounted for by the large response from region VI--fully 11% higher than that of the second highest regions--and the small response from region II--4% lower than the second lowest percentage response.

TABLE 41

PERCENTAGE DISTRIBUTION OF SECOND MAILING BY REGION

Region	Percentage
VI	40.74074
I	29.62962
VII	29.62962
V	26.92307
VIII	24
[Average - 23.308271]	
III	22.22
IX	19.23076
IV	15.38461
X	14.81481
II	10.714286

As with the percentage distribution, the numerical distribution of the resonse to the second mailing was also much greater than that of the first mailing, illustrated in Table 42.

The total percentage response to the survey by region is presented in Table 43.

The numerical response to the survey by region is presented as Table 44.

TABLE 42

NUMERICAL DISTRIBUTION OF SECOND MAILING

Region	Number	Percentage of Total Second Mailing
VI	11	17.741935
I	8	12.903226
VII	8	12.903226
V	7	11.290323
III	6	9.677419
VIII	6	9.677419
IX	5	8.064516
IV	4	6.451613
X	4	6.451613
II	3	4.83871

TABLE 43

PERCENTAGE DISTRIBUTION OF TOTAL RESPONSES BY REGION

Region	Percentage
VII	74.07407
I	70.37037
VI	70.37037
VIII	68
III	66.66
V	65.38461
[Average - 63.157895]	
IX	61.53846
X	59.25925
IV	53.84615
II	42.857143

TABLE 44

NUMERICAL DISTRIBUTION OF TOTAL RESPONSES BY REGION

Region	Number	Percentage of Total Responses
VII	20	11.904762
I	19	11.309524
VI	19	11.309524
III	18	10.714286
V	17	10.119048
VIII	17	10.119048
IX	16	9.52381
X	16	9.52381
IV	14	8.33
II	12	7.142857

The percentage of sites from which no response was received to either mailing, presented as Table 45 is, of course, the inverse pattern of that presented in the preceding table. The poor showing in region II is emphasized by the full 11% spread between it and region IV.

TABLE 45

PERCENTAGE DISTRIBUTION OF NONRESPONSES BY REGION

Region	Percentage
II	57.14285
IV	46.15384
X	40.74074
IX	38.46153
[Average - 36.842105]	
V	34.61538
III	33.33
VIII	32
I	29.62962
VI	29.62962
VII	25.92592

The number of "N's" per region presents a similar pattern. These figures are presented on Table 46. It can be seen that region II accounted for fully 16% of the nonresponding sites; adding regions IV and X brings the total to some 40%.

TABLE 46

NUMERICAL DISTRIBUTION OF NONRESPONSES BY REGION

Region	Number	Percentage of Total Nonresponses
II	16	16.326531
IV	12	12.244898
X	11	11.22449
IX	10	10.204082
III	9	9.183673
V	9	9.183673
I	8	8.163265
VI	8	8.163265
VIII	8	8.163265
VII	7	7.142857

Table 47 shows the total response to the first mailing ("F"), total response to the second mailing ("S"), undeliverable ("O"), total not responding to either mailing ("N"), and total response to both mailings combined ("R") by region and by county within each region. The number for each category is presented in the column so labeled. The percentage which that number represents appears next to it in parentheses. Blank spaces in the table should be assumed to equal zero.

The summary of this data by region is presented as Table 48.

TABLE 47

TOTAL DISTRIBUTION BY COUNTY AND REGION

Regions and Counties	F	S	O	N	R
I					
Billings				1 (100%)	zero
Bowman		2 (66.66%)		1 (33.33%)	2 (66.66%)
Burke	2 (40%)	3 (60%)			5 (100%)
Divide				1 (100%)	zero
Golden Valley	1 (50%)	1 (50%)			2 (100%)
McKenzie	1 (33.33%)			2 (66.66%)	1 (33.33%)
Slope	zero	zero		zero	zero
Stark	1 (25%)	2 (50%)		1 (25%)	3 (75%)
Williams	6 (75%)			2 (25%)	6 (75%)
Total 27	11 (40.74074%)	8 (29.62962%)		8 (29.62962%)	19 (70.37037%)
II					
Bottineau	1 (16.66%)	1 (16.66%)		4 (66.66%)	2 (33.33%)
Dunn	1 (33.33%)	1 (33.33%)		1 (33.33%)	2 (66.66%)
Mountrail	1 (25%)			3 (75%)	1 (25%)
Renville	2 (50%)			2 (50%)	2 (50%)
Ward	4 (33.33%)	1 (8.33%)	1 (8.33%)	6 (50%)	5 (41.67%)
% of deliverable	(36.36%)	(9.09%)		(54.55%)	(45.45%)
[Outside Minot	2 (28.57%)			5 (71.43%)	2 (28.57%)]
Total 29	9 (31.03448%)	3 (10.34482%)	1 (3.44827%)	16 (55.17241%)	12 (41.37931%)
28 deliverable	9 (32.142857%)	3 (10.714286%)		16 (57.14285%)	12 (42.857143%)
III					
Adams	1 (50%)			1 (50%)	1 (50%)
Grant		2 (50%)		2 (50%	2 (50%)
Hettinger	1 (33.33%)	1 (33.33%)		1 (33.33%)	2 (66.66%)
Mercer		2 (40%)		3 (60%)	2 (40%)
Morton	6 (75%)			2 (25%)	6 (75%)
Oliver	1 (100%)				1 (100%)
Sioux	3 (75%)	1 (25%)			4 (100%)
Total 27	12 (44.44%)	6 (22.22%)		9 (33.33%)	18 (66.66%)
IV					
Burleigh	5 (50%)	1 (10%)		4 (40%) [all in Bismarck]	6 (60%)
Emmons	1 (20%)			4 (80%)	1 (20%)
McLean	4 (44.44%)	2 (22.22%)		3 (33.33%)	6 (66.66%)
Sheridan		1 (50%)		1 (50%)	1 (50%)
Total 26	10 (38.46153%)	4 (15.38461%)		12 (46.15384%)	14 (53.84615%)

TABLE 47 Continued

Regions and Counties	F	S	O	N	R
V					
Benson	3 (50%)	2 (33.33%)		1 (16.66%)	5 (83.33%)
Eddy	2 (100%)				2 (100%)
McHenry	3 (37.5%)	2 (25%)		3 (37.5%)	5 (62.5%)
Pierce		1 (33.33%)		2 (66.66%)	1 (33.33%)
Ramsey	2 (28.57%)	2 (28.57%)		3 (42.86%)	4 (57.14%)
Total 26	10	7		9	17
	(38.46153%)	(26.92307%)		(34.61538%)	(65.38461%)
VI					
Foster	1 (33.33%)	1 (33.33%)		1 (33.33%)	2 (66.66%)
Griggs	1 (33.33%)	2 (66.66%)			3 (100%)
Kiddger	1 (20%)	2 (40%)		2 (40%)	3 (60%)
Stutsman	3 (25%)	6 (50%)		3 (25%)	9 (75%)
Wells	2 (50%)			2 (50%)	2 (50%)
Total 27	8	11		8	19
	(29.62962%)	(40.74074%)		(29.62962%)	(70.37037%)
VII					
Cavalier	2 (50%)	1 (25%)		1 (25%)	3 (75%)
Pembina	1 (16.66%)	2 (33.33%)		3 (50%)	3 (50%)
Rolette	2 (40%)	1 (20%)		2 (40%)	3 (60%)
Towner	2 (66.66%)	1 (33.33%)			3 (100%)
Walsh	5 (55.55%)	3 (33.33%)		1 (11.11%)	8 (88.88%)
Total 27	12	8		7	20
	(44.44%)	(29.62962%)		(25.92592%)	(74.07407%)
VIII					
Grand Forks	6 (50%)	3 (25%)		3 (25%)	9 (75%)
Nelson	4 (66.66%)	1 (16.66%)		1 (16.66%)	5 (83.33%)
Steele		1 (50%)		1 (50%)	1 (50%)
Traill	1 (20%)	1 (20%)		3 (60%)	2 (40%)
Total 25	11 (44%)	6 (24%)		8 (32%)	17 (68%)
IX					
Barnes	4 (57.14%)	1 (14.29%)		2 (28.57%)	5 (71.43%)
Cass	7 (36.84%)	4 (21.05%)		8 (42.11%)	11 (57.89%)
[Outside Fargo	2 (20%)	1 (10%)		7 (70%)	3 (30%)]
Total 26	11	5		10	16
	(42.30769%)	(19.23076%)		(38.46153%)	(61.53846%)
[Total outside Fargo	6	2		9	8
	(35.29411%)	(11.7647%)		(52.94117%)	(47.05882%)]
X					
Dickey	1 (33.33%)			2 (66.66%)	1 (33.33%)
Lamoure	2 (33.33%)	2 (33.33%)		2 (33.33%)	4 (66.66%)
Logan				2 (100%)	zero
McIntosh	2 (50%)			2 (50%)	2 (50%)
Ransom	1 (33.33%)			2 (66.66%)	1 (33.33%)
Richland	3 (50%)	2 (33.33%)		1 (16.66%)	5 (83.33%)
Sargent	3 (100%)				3 (100%)
Total 27	12	4		11	16
	(44.44%)	(14.81481%)		(40.74074%)	(59.25925%)

TABLE 48

SUMMARY OF DATA BY REGION

Region	Total	F	S	O	N	R
I	27	11	8		8	19
		40.74074%	29.62962%		29.62962%	70.37037%
II	29	9	3	1	16	12
		31.03448%	10.34482%	3.44827%	55.17241%	41.37931%
[Deliverable	28	9	3		16	12
		32.142857%	10.714286%		57.14285%	42.857143%]
III	27	12	6		9	18
		44.44%	22.22%		33.33%	66.66%
IV	26	10	4		12	14
		38.46153%	15.38461%		46.15384%	53.84615%
V	26	10	7		9	17
		38.46153%	26.92307%		34.61538%	65.38461%
VI	27	8	11		8	19
		29.62962%	40.74074%		29.62962%	70.37037%
VII	27	12	8		7	20
		44.44%	29.62962%		25.92592%	74.07407%
VIII	25	11	6		8	17
		44%	24%		32%	68%
IX	26	11	5		10	16
		42.30769%	19.23076%		38.46153%	61.53846%
X	27	12	4		11	16
		44.44%	14.81481%		40.74074%	59.25925%
Total	267	106	62	1	98	168
		39.700375%	23.220974%	.374532%	36.70412%	62.921348%
Total Deliverable	266	106	62		98	168
		39.849624%	23.308271%		36.842105%	63.157895%

It is also interesting to note the distribution of responses to the survey, or lack thereof, by population of the sites to which the questionnaires were mailed. These sites ranged from the largest cities in the state, i. e., Fargo, Bismarck, Grand Forks, and Minot, to towns with populations well under 500.

The number and percentage distribution of the 266 sites to which questionnaires were mailed are shown on Table 49.

TABLE 49

PERCENTAGE DISTRIBUTION BY TOWN SIZE

Town Size	Number	Percentage of Total
Under 500	122	45.864662%
500-1,000	42	15.789474%
1,000-2,000	40	15.037594%
2,000-3,000	10	3.759398%
3,000-5,000	2	.75188%
5,000-8,000	6	2.255639%
8,000-10,000	1	.37594%
10,000-15,000	3	1.12782%
15,000-20,000	11	4.135338%
20,000-35,000	4	1.503759%
35,000-50,000	8	3.007519%
Over 50,000	17	6.390977%
Total	266	

An important aspect of the distribution of questionnaires by town size is the fact that, like the geographical distribution across the state, it points toward a reasonably accurate representation of the actual population distribution of North Dakota.

A clear picture of the distribution of the questionnaires by town size can be gained by studying Table 50. Here the cumulative percentage distribution is shown for each category. Note, for example, that fully three-quarters of the sites to which questionnaires were sent were located in towns with populations under 3,000.

TABLE 50

CUMULATIVE PERCENTAGE DISTRIBUTION BY TOWN SIZE

Town Size	Cumulative Percentage
Under 500	45.864662%
Under 1,000	61.654136%
Under 2,000	76.69173%
Under 3,000	80.451128%
Under 5,000	81.203008%
Under 8,000	83.45647%
Under 10,000	83.834587%
Under 15,000	84.962407%
Under 20,000	89.097745%
Under 35,000	90.601504%
Under 50,000	93.609023%
Under 95,000	100.00%

It is interesting to note the variation of response [R] versus non-response [N] to the survey within and among the various categories of town size. These data are shown on Table 51. The numbers of response and of nonresponse are shown for each population category. Next to each set of numbers are the percentages represented by those numbers within that category, i. e., the two percentages in each category total 100%.

TABLE 51

RESPONSE BY TOWN SIZE

Town Size	Responses	Nonresponses
Under 500	79 (64.754098%)	43 (35.245902%)
500 - 1,000	25 (59.52381%)	17 (40.47619%)
1,000-2,000	21 (52.5%)	19 (47.5%)
2,000-3,000	6 (60%)	4 (40%)
3,000-5,000	1 (50%)	1 (50%)
5,000-8,000	5 (83.333333%)	1 (16.666667%)
8,000-10,000	1 (100.00%)	zero
10,000-15,000	1 (33.333333%)	2 (66.666667%)
15,000-20,000	8 (72.727273%)	3 (27.272727%)
20,000-35,000	3 (75%)	1 (25%)
35,000-50,000	4 (50%)	4 (50%)
Over 50,000	14 (82.352941%)	3 (17.647059%)

Responses = Total Responses to the Survey

Nonresponses = Nonresponses to either mailing